



BELIEVE

**Application to the
Missouri Charter Public School Commission**

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A.1 – Mission, Vision, Philosophy & Goals

BELIEVE Schools (*BELIEVE STL Academy*) is applying to open a 9-12 high school in the Fall of 2024 in the heart of St. Louis' Central Corridor. BELIEVE will launch with ninth grade and grow an additional grade each year; by 2028-2029 we will be a 9-12 high school. We will partner with organizations throughout the St. Louis area to provide programming to support our model.

The world is shifting, and BELIEVE is a high school for the current time. College is no longer the single leading pathway to financial independence and success for our nation's youth. Students must be given exposure and access to additional avenues to high-wage, wealth-building opportunities – whether through a college or a career program. BELIEVE Schools is dedicated to creating equitable, rigorous, and joy-filled spaces for students to learn, grow, and develop.

Our Mission

BELIEVE STL Academy is a public college and career preparatory high school dedicated to the achievement of students in the St. Louis area. Our mission is to develop students into leaders through a community that fosters their agency, autonomy, and acceleration— providing a foundation for future independence and success.

Replicated from our [original campus](#) in Indianapolis, BELIEVE STL Academy will ensure all students graduate with an associate's degree or a career certification in a high-demand, skilled career alongside their high school diploma. This will be achieved through meaningful and purposeful community partnerships that will help elevate the student and the St. Louis community.

Our Vision

BELIEVE graduates will be equitable, independent, and influential citizens within their local and global communities.

Core Values

Child-Centered: Every decision is made from a child-centered perspective. We BELIEVE in the potential of ALL students.

Relationships: We love coming to work each day. We create safe spaces for all voices to be heard. We keep our commitments. We hold ourselves accountable. We communicate effectively and courageously with all stakeholders.

Growth Mindset: We take an innovative approach to all of our work. We accept feedback and reflect in order to be our best selves. We understand that change is inevitable, and we remain open to new ideas.

Own Your Impact: We produce high-quality work and outcomes. We understand that our actions and judgments impact our students and the Village. When WE win, I win. We celebrate our wins and show gratitude.

Village: We are change-makers and a family. We are collaborative problem solvers who lean on each other through the wins and challenges of this dynamic work. It takes a Village to raise a child.

Educational Philosophy

Below are the five pillars of BELIEVE's educational philosophy. These pillars were created to be upheld in every BELIEVE school, from school design to decision making, and to be present every day with students, families, team members, and our external community.

Agency

- Knowledge is power.
- Kids who are academically prepared for their future will be able to advocate for themselves and chart their own course to success.
- An excellent education cultivates critical thinking skills; BELIEVE students will have the curiosity, criticality, and voice to shape their local and global communities by advocating for causes that matter to them.
- We must protect students' access to knowledge regardless of the ebbs and flows of trends in education and staffing challenges in the education profession. To that end, we acknowledge that we can best support our students and teachers by founding their courses on published, research-backed, expert-reviewed (edreports.org) core curricula in Mathematics and English Language Arts.
- We recognize that our starting points may be different; however, we're all working towards similar goals and outcomes for success. We never lower the bar for any student. We believe that all students are capable of meeting high expectations but might need differentiated support or a more individualized approach. We know that holding students to high expectations will prepare them to have agency in their adult lives.

Acceleration

- The course sequence and pace of course completion at a traditional American high school is biased towards the college-going, and—by extension—in favor of those who are financially prepared to afford college (or those lucky enough to receive substantial financial assistance).
- At BELIEVE, we accelerate students' high school course completion by frontloading high school courses in the first two years of high school, thereby creating room in the last two years of high school for college coursework, internships, apprenticeships, and career exposure. This acceleration benefits students by

creating a critical buffer between a student's secondary education and their postsecondary pursuits.

- The term acceleration may sound aggressive, as if we prioritize a “faster is better” philosophy, but we believe that “faster is better.” That is, when students complete their traditional high school course requirements earlier in their high school career, they create room in their schedules to explore various postsecondary options within the guardrails of a small-school environment—where they have access to adults who know them, care for them, and can advise them through questions and challenges. For instance, the student who is unsure of whether they want to pursue training for a trade or go to college benefits greatly from the opportunity to take a college course in high school. They get to dip their toe into a college experience during high school rather than jumping in completely after high school when they have a smaller social support network and greater financial responsibility for their education.
- Acceleration of traditional high school coursework creates time for postsecondary exploration in a holding environment, launching students on a trajectory to success in college or career after high school.
- Most employers are currently providing leadership training and development in diversity, equity, and inclusion work; BSTLA students will be prepared to lead this work. Our students will develop the soft skills needed to both excel in the workplace and be active and contributing members in their communities. In addition, BSTLA students will be better prepared for the demands, choices, and rigors of college life. Our model is designed to mimic the rigorous challenges of both college and career, with the guardrails of a supportive environment to make sure the transition from high school to total autonomy is a smooth one. We anticipate this approach leading to better overall quality of life outcomes for our students regardless of the postsecondary path they choose.

Autonomy

- Through our implementation of the Reading Apprenticeship framework for disciplinary literacy, we explicitly develop students' metacognition skills. Students learn to monitor their own comprehension, self-identify when and where their understanding breaks down, and deploy strategies to unconfuse themselves. This explicit support for self-sufficient problem solving in reading across the content areas develops students' confidence in problem solving and helps them to become autonomous managers of their own learning¹.
- We support students' ability to self-manage through our Level Up System. Through the Level Up System, students have the opportunity to demonstrate their ability to be self-sufficient and independent. More about the Level Up System can be found in Section A.8 – School Climate and Culture.. When students are able to demonstrate these skills, they are able to “Level Up” and earn privileges– like no uniform, open campus, and more.

¹ Schoenbach, Ruth, et al. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. Wiley, 2012.

Village

- It takes a Village. Together we can raise much stronger children than any one of us could raise alone.
- Everyone belongs. We love and celebrate the diversity of our team, our students, and our community. Our students', families', and team members' multiple identities, talents, life experiences, and perspectives are our strength.
- Scholar success is dependent on a strong partnership between the school, family, and community. We believe our most important partnership lies with our families. Families want what is best for their child. Through our model, we have targeted and intentional programs in place to build the connection between school and home to ensure all of the students' stakeholders are informed, on the same page, and have a voice in the child's education.
- Community partnerships are key to our model and programming. We are working with organizations like St. Louis Community College, St. Louis University (SLU), Harris-Stowe State College, Rung for Women, and SIU School of Medicine to provide rigorous academic and career programming for all of our students. We believe that all children need to be informed and aware of what is happening in their communities. We will work with organizations to create meaningful partnerships that allow our students to serve, gain knowledge, and use their voice for change and good within the community.
- Relationships are the joy of the journey. We stick together over four years and beyond to build lasting bonds that will sustain us through our successes and challenges.

Exposure

- We expose students to a wide range of college options through frequent college visits, both locally and nationally. We have taken groups of students to visit local Indianapolis colleges, such as Marian University, IUPUI, and Butler University. We have also taken the BELIEVE Indianapolis Campus Class for 2024 on a Saint Louis college trip, during which they visited Washington University, Saint Louis University, University of Missouri-St. Louis, SIUE, and others. Soon, our Class of 2025 students will make the same St. Louis college trip that last year's group made, and the Class of 2024 will be traveling to the greater Atlanta area to visit colleges there.
- We expose students to a wide range of career options in a variety of formats: workplace tours, career panels, job shadowing, internships, and work-study programs. For example, in the Spring of 2022, students at our Indianapolis campus participated in a job shadowing day that included over 35 of the city's largest employers as host sites for the job shadowing day; these employers included Eli Lilly, Indy Chamber, Eskenazi Health, The Children's Bureau, FedEx, Teach for America, The Patachou Foundation, and more.
- We expose students to the arts and to artists in our community by contracting with community partners to teach arts elective courses. For example, students at our Indianapolis campus have enrolled in Dance with [libada Dance Company](#) and Performing Arts with [Asante Children's Theatre](#)—just to name a few.

- We expose students to issues in our local community and methods of advocating for issues that matter to them. In Indianapolis, we have taken the entire school to the Statehouse to speak out on education issues that impact them, and we have taken small groups of students to community hearings and forums.
- We expose students to new cultures and identities. While we celebrate the many identities our students bring, we also want students to learn about each other's identities. We strive to celebrate all identities in ways that are authentic and go beyond "holidays and heroes" celebrations. We accomplish this by resisting single narratives of identities and instead exploring multiple histories, people, and experiences connected to various identities.
- We expose students to positive representations of themselves. We believe that representation matters and that students should see themselves represented in the curriculum. To that end, we strive, particularly in our ELA classes, to select texts by authors who share our students' identity markers, and to approach Eurocentric texts with a critical lens. In our history classes, we aim to resist Eurocentric and male-centric retellings of history, and we accomplish this by adopting a woman-authored curriculum that focuses on primary sources representing a plurality of identities and perspectives. In instances where we find that existing curricular materials do not meet the standards of relevance we hold for our school community, we will work to create high-quality curricular materials based on existing high-quality resources. In such cases, members of BELIEVE's instructional leadership team will work in close conjunction with teachers of the course to develop curricular materials that align with Missouri Learning Standards and that ensure students experience rigorous, relevant learning every day.
- We expose students to mental health counseling, meditation, and open conversations about methods of emotional regulation and self-care. All BELIEVE students have access to therapists in a virtual format, and many of our students meet with therapists on site.

School Innovation

The ever-changing world requires thoughtful and intentional approaches to learning. BELIEVE STL Academy's model is framed around adapting to the changing world and ensuring students have the knowledge, access, and skill sets to adapt to the world. With this, our approach is centered around three central pieces that are aligned to our pillars:

Agency in Action: All BELIEVE STL Academy students will engage in identity and leadership development, social and emotional learning, and social justice and impact programming.

Acceleration in Action: BELIEVE STL Academy students will follow Missouri Graduation

Requirements (24) to earn the majority of their high school credits by the end of their junior year. Through our early college and career partnerships, students will be dually enrolled in at least (1) college or career course by the end of their 10th grade year. Additionally, students will have access to multiple AP courses throughout high school. Students will have rigorous curriculum and course work to ensure they are prepared for college and career pathways.

Autonomy in Action: All BELIEVE STL Academy students, in collaboration with their family and Village leader, will develop a Purpose Pathway Plan, which is a 6-8 year individualized plan aimed at attaining the skills and credentials necessary to launch their post-high school plan. Purpose Pathway Plans will include the rigor of their course schedule, scaffolded responsibility/autonomy through a milestone tracker, and development of passion projects through an electronic portfolio of BELIEVE STL Academy experiences. Over their four years, students will evolve into change agents empowered to design their life's trajectory.

Target Population

The ideal location for BELIEVE STL Academy (BSTLA) will be in the central corridor so it is convenient for families across the city. It is our goal to be easily accessible for students in both North, West, and South St. Louis. Transportation or accessibility should not be a barrier for families seeking a high quality college and career focused high school. We anticipate our population to be dispersed across the following zip codes: 63110, 63112, 63118, 63104, 63108, 63106, 63109, 63107, and 63139. BSTLA will be a school of choice for families throughout the city—similar to SLPS magnet schools—and does not intend to be a “neighborhood school”.

According to the [U.S. Census Bureau](https://www.census.gov/), in 2021, there were 10,792 students in grades 9-12 within the city of St. Louis, MO. Of this population, ~95% are people of color. With Free and Reduced Lunch data from surrounding districts and schools, we anticipate approximately 100% of our population to qualify for FRL².

BSTLA plans to launch in the Fall of 2024 with 125 9th grade students and slow-grow into a 9-12 high school by its fourth year—ultimately serving 400-430 students. BSTLA will serve students who historically have not had access to the academic rigor, programming, support, and individualized postsecondary planning that their counterparts in more affluent districts or neighborhoods traditionally have. Through partnerships with higher education institutions, students will have exposure to postsecondary programming. Through partnerships with local employers and skilled-trade organizations, students will have exposure to career opportunities. Regardless of a student's postsecondary plans at the outset of their high school career, BSTLA will provide intensive exposure to a multitude

²“United States Census Bureau.” *Census.gov*, <https://www.census.gov/>. Accessed 2023.

of college and career pathways, thereby increasing the student's agency to make informed, financially-sound decisions about their postsecondary plans.

Graduate Profile

Independent: BELIEVE graduates are creative, innovative, and strategic thinkers. They have taken ownership and accountability for their future. They are self-sufficient. They have the time management, personal organization, and problem-solving skills to be valuable, competitive candidates for work that is fulfilling and financially rewarding.

Informed and Influential Citizens: BELIEVE graduates understand why diversity, equity, inclusion, and representation matter and how these impact their everyday life. They stay informed about issues that impact themselves as well as their local and global communities, and they advocate for causes that matter to them.

Academically Prepared: BELIEVE graduates are academically prepared for their future. Whether they pursue a college or career pathway, they have the knowledge, skill sets, and experiences to be successful.

Financially Literate: BELIEVE graduates understand key principles of personal finance, and they consistently apply those principles to cultivate their own financial health and to build generational wealth.

Healthy and Whole: BELIEVE graduates thrive because they know how to maintain their well-being autonomously. They value their mental and physical health and know how to care for both. They are equipped with the social and emotional skill sets to build healthy relationships with others.

Performance Goals

Goal 1: Each year, BSTLA students will average at least 50 points pre-to-post growth on the PSAT 8/9 (9th grade), PSAT 10 (10th grade), and SAT (11th grade).

Goal 2: 85% of students enrolled at BELIEVE STL Academy for a three consecutive year period will complete 90% of Missouri's 24-credit diploma and [one special endorsement](#) by the end of junior year.

Goal 3: 85% of students enrolled in an early college or career program by the beginning of their senior year.

Goal 4: By the end of year 4, at least 35% of founding BSTLA students will achieve a rating of proficient or advanced on their EOC assessments for ELA, with <5% of students scoring below basic. By the end of year 4, at least 50% of founding BSTLA students will achieve a rating of basic, proficient, or advanced on their EOC assessments for Math.

Goal 5: For the first three years, BELIEVE STL Academy will maintain at least a 90% Average Daily Attendance (ADA).

Goal 6: 80% Teachers achieve a rating of “Proficient” or higher on the [Charlotte Danielson Teacher Evaluation Rubric](#) at the end of each school year.

Goal 7: 85% of Parents and guardians are “satisfied or highly satisfied” with school culture, academics, and leadership through the [POSSIP](#) and [Kelvin Survey](#) during each academic school year.

Goal 8: Each year, for the first four years, 80% of students enrolled at BELIEVE STL Academy will return for the following school year.

Goal 9: Within the first three years, BELIEVE STL Academy will demonstrate strong fiscal management by maintaining 60 days unrestricted cash on hand through the first three years.

Goal 10: For each year of operation, 90% of board members will attend 90% of the scheduled board meetings.

Vision of Success

In order to ensure we are working towards our long-term goals and aligned with our mission, we have created a Vision of Success that maps out Year 1, Year 3, Year 5, and Year 10.

Year 1 Vision

BELIEVE STL Academy will open in the fall of 2024 with 100-125 ninth graders. By the end of the school year, all students will have hit their academic and social and emotional goals. Students will show at least 65 points of growth on the PSAT 8/9. We will retain 90% of our founding staff members. We will have strong parent satisfaction throughout the school year, as evidenced by monthly and quarterly satisfaction surveys.

Year 3 Vision

Our founding students will have three years of BELIEVE programming and academics and will show acceleration by having an average GPA of 3.0 and at least 65 points growth year over year on the SAT. 100% Students are on track to complete 90% of Missouri’s 24-credit

diploma and [one special endorsement](#) by the end of junior year. 75% of students will be dually enrolled in a college or career program by the end of their junior year. Our enrollment will be stable while enrolling an additional 125 students each school year, setting our school up for financial success.

Year 5 Vision

After 5 years of open doors, BELIEVE will be fully-enrolled. Our founding class will have graduated with a high school diploma, an associates degree, industry certification, and/or have enrolled in a career program or college upon graduation. Students will have graduated with their portfolio to take with them for life after high school. Graduates will have left BELIEVE not only academically prepared but also as informed citizens who are ready to influence and change the world.

Year 10 Vision After 10 years, BELIEVE will become the example of what high school should be like for students in the St. Louis area and across the country. BELIEVE wants to leave a legacy and support generational changes in St. Louis and in the national education landscape. BELIEVE hopes to continue replicating strong school models that are exemplars culturally, academically, and operationally. Like our first site, BELIEVE STL Academy exhibits some of the highest staff retention, academic performance, and school culture rates across the country. BELIEVE will be a culturally responsive, inclusive, and supportive environment for all people. Our model will develop leaders and ensure that all students leave prepared to engage in the 21st century workforce and community. Our graduates will be financially literate, and create generational wealth in their families. Our students will be game changers in their careers and communities. We will be the highest performing high school for black, brown, and immigrant students in the St. Louis area.

A.2 - Curriculum & Instruction

All BSTLA students will pursue a Missouri 24-Credit Diploma while also participating in dual enrollment courses to prepare for college or career. We will accelerate students' preparation for postsecondary plans through our early college and career partnerships. Students will be dually enrolled in at least (1) college or career course by the end of their 10th grade year; the aim of this dual enrollment experience is to provide early exposure to the rigor needed to succeed after high school. The overall structure of our program is designed to frontload the majority of high school coursework in 9th and 10th grade so scholars have room in their 11th and 12th grade years for personalized educational pathways. BSTLA students will still take some high school courses on-site during 11th and 12th grade, but they will largely spend their time in dual enrollment courses or work-based learning opportunities.

Program Design Overview

We believe that the strength of an individual's agency is derived from the strength of their education. We aim to provide students with the knowledge and skills necessary to meet

the demands of college and career and ultimately to thrive in adulthood. To achieve this end, students at BELIEVE STL Academy (BSTLA) will engage with a rigorous curriculum that is primarily aligned to the Missouri Learning Standards (MLS). Some courses will also align with standards that better inform the course, such as AP standards for AP courses. All courses will prepare students for success on the SAT college entrance exams, BELIEVE's quarterly challenge tests, and Missouri's End-of-Course assessments. Additionally, students will pursue a high school course sequence aligned to earning Missouri's 24-credit diploma and at least one special endorsement. With the intentional selection of curriculum that has a track record of success at [BELIEVE Circle City High School in Indianapolis](#)—and working with local school leaders to determine what's working in the region—we will provide a fully comprehensive curriculum that meets the needs of all children.

BELIEVE recognizes that Missouri is predominantly an ACT-focused state. To align with the state and city-wide efforts, BELIEVE will administer the ACT to 11th-grade students, but our curriculum will be aligned primarily to Missouri Learning standards and, as needed, to Common Core State Standards.

We have selected our English Language Arts and Mathematics curricular materials based on their high rating on [edreports.org](#) and based on the preliminary success we have seen with these curricula at our Indianapolis campus. Ninth and tenth grade English Language Arts courses will implement the [Odell High School Literacy program](#), rated green on [edreports.org](#). Additionally, ninth and tenth grade ELA, Social Studies, and Science courses will all support students' reading comprehension by implementing [WestEd's Reading Apprenticeship Literacy Framework](#). Reading Apprenticeship is a Tier 1 ESSA Evidence-Based Intervention. By implementing the Reading Apprenticeship instructional approach, our BELIEVE STL Academy teachers will address students' reading comprehension skill gaps while supporting them to acquire subject-specific content knowledge. Our Mathematics courses will implement the [Carnegie Learning High School Math Solution Traditional curriculum](#).

Much of the curriculum has already been selected and will be reviewed by a committee of stakeholders (students, parents, teachers, and administrators) in 5-year cycles. Where a new curriculum needs to be selected, committees of stakeholders will be formed approximately six to nine months before implementation, which will allow time for review and ordering of curricular materials as well as time for teachers to internalize the curriculum. Teachers' progress with regard to internalizing the curriculum will be monitored via coaching and evaluation. Data sources for this coaching and evaluation will include review of teachers' unit plans and lesson plans in relation to course standards and curriculum design, review of teachers' instruction via observation and feedback, and review of student work via weekly data meetings. These observations, feedback, and notes will live in Whetstone and are based on Uncommon Schools' *Get Better Faster* Scope and Sequence (Appendix A.2.5) for Instructional Development as well as on the Danielson Rubric.

BSTLA's courses will be fully aligned to Missouri Learning Standards and, where applicable, to Missouri's End-of-Course Assessments, and our pacing guides will reflect that alignment. In cases where we have adopted curricular materials that are not explicitly aligned to Missouri Learning Standards, such as the Odell High School Literacy Program, we have focused on aligning our courses with the Common Core State Standards, with the knowledge that both of these standards maintain a high bar for student learning and closely mirror, or complement, the Missouri Learning Standards. The chart below provides a general overview of our plan for ensuring our courses are aligned with Missouri Learning standards. Appendix A.2.1 has sample pathways for [college](#) and [career](#) that demonstrate how students can begin dual enrollment coursework before the end of 10th grade.

Course Sequence & Standards Alignment

The Guiding Standards: The [Missouri Learning Standards](#) (MLS)³, as well as the Common [Core State Standards](#) (CCSS)⁴ and the [Next Generation Science Standards](#) (NGSS)⁵ are used as a foundation to guide curriculum and instruction.

Subject	Course	Source	Standards	24 Credit Requirement	Anticipated Grade Level Completion
MATH	Algebra 1	Carnegie Learning High School Math Solution Traditional	Aligned to Common Core State Standards (CCSS) ⁶	1 credit	9th grade
	Geometry	Carnegie Learning High School Math Solution Traditional		1 credit	10th grade
	Algebra 2	Carnegie Learning High School Math Solution Traditional		1 credit	11th grade
	Varies by Individual Student Pathway: Course possibilities include: Precalculus, Calculus, AP Calculus, Quantitative Reasoning, AP Statistics, Statistics, dual-enrollment college math, etc.			½-1 credit	12th grade
ELA	English 1	Odell Education High School Literacy Program, 9-10 A	Aligned to Common Core State Standards (CCSS) ⁷	1 credit	9th grade
	English 2	Odell Education High School Literacy Program, 9-10 B		1 credit	9th grade
	English 3	Odell Education High School Literacy Program, 11-12 A		1 credit	10th grade
	English 4	Odell Education High School Literacy Program, 11-12 B		1 credit	10th grade
	Varies by Individual Student Pathway: Course possibilities include: AP English Language & Composition, AP English			0-1 credit	11th & 12th grade

³ For more information on Missouri Learning Standards, see:

<https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

⁴ For more information on the Common Core State Standards, see:

<https://learning.ccsso.org/common-core-state-standards-initiative>

⁵ For more information on the Next Generation Science Standards, see: <https://www.nextgenscience.org/>

⁶ BELIEVE Schools will edit Carnegie Learning's High School Math Solution curricula to maintain alignment with the MLS as necessary.

⁷ BELIEVE Schools will edit Odell Education's High School Literacy Program curricula to maintain alignment with the MLS as necessary.

	Literature, dual-enrollment college English, etc.				
Social Studies	World History	<i>Teaching World History Thematically: Essential Questions and Document-Based Lessons to Connect Past and Present</i> (Metro, 2020) ⁸	Missouri Learning Standards (MLS) ⁹	1 credit	9th grade
	American History or AP US History	<i>Teaching U.S. History Thematically: Document-Based Lessons for the Secondary Classroom</i> (Metro, 2017) ¹⁰ or Fabric of a Nation (Stacy & Ellington, 2020)		1 credit	10th grade
	American Government	<i>American Government 3e</i> , (Krutz & Waskiewicz, 2021) ¹¹		1 credit	11th grade
	Varies by Individual Student Pathway: Course possibilities include: Economics, Psychology, AP Psychology, AP World History			0-1 credit	12th grade
Science	Physical Science	TBD	MLS for Physical Science	1 credit	9th grade
	Biology or AP Biology	TBD	MLS for Life Science MLS for Earth and Space Science	1 credit	10th grade
	Chemistry	TBD	MLS for Physical Science MLS for Earth and Space Science	1 credit	11th grade
	Varies by Individual Student Pathway: Course possibilities include: Physics, Project Lead the Way Biomedical Sciences, AP Chemistry			0-1 credit	12th grade
Fine Arts	Dance, Media Arts, Music, Theater, Visual Arts	Programming will be provided by contracted community partners. ¹²	Missouri Learning Standards for Fine Arts	½ credit - 9th grade ½ credit - 10th grade	
Physical Education	Physical Education	TBD	MLS for Physical Education	½ credit - 9th grade ½ credit - 10th grade	
Practical Arts	Varies by Individual Student Pathway: Course possibilities include: Computer Science, Publications, Career & Technical Education courses, etc.			1 credit	Varies by Individual Student Pathway
Health	Health Education	TBD	MLS for Health Education	½ credit	9th grade
Personal Finance	Personal Finance	TBD	MLS for Personal Finance	½ credit	Varies by Individual Student Pathway

⁸ Metro, R. (2020). *Teaching World History Thematically: Essential Questions and Document-Based Lessons to Connect Past and Present*. New York: Teachers College Press.

⁹ BELIEVE Schools will use these foundational texts to build MLS-aligned scope and sequence guides for these Social Studies courses.

¹⁰ Metro, R. (2020). *Teaching World History Thematically: Document-Based Lessons for the Secondary Classroom*. New York: Teachers College Press.

¹¹ Krutz, G., & Waskiewicz, S. (2021). *American Government 3e*. Houston, Texas: OpenStax.

¹² BELIEVE Schools will work with community partners to ensure programming meets Missouri Learning Standards for Fine Arts.

Electives	Varies by Individual Student Pathway	TBD	Varies by course	7 credits	Varies by Individual Student Pathway
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Our Approach to Curriculum Selection

To ensure BELIEVE STL Academy is closing the achievement gap and students are able to demonstrate growth, BELIEVE carefully and intentionally selects curricula that align with the demographic, social, and emotional needs of students. These selections are handpicked by our Academic Team to ensure they meet [EdReports](#) standards of quality, and our curriculum selections are supplemented by culturally responsive content and pedagogy to ensure students have the necessary skills in all areas of life.

Core Curriculum

In ninth and tenth grade, BELIEVE students take double-blocked reading and writing courses rooted in Odell's High School Literacy Program; additionally, students' ninth- and tenth-grade history and science courses focus heavily on discipline-specific reading strategies, informed by [WestEd's Reading Apprenticeship framework](#), which aligns with the Autonomy pillar of our educational philosophy. BELIEVE's math program is rooted in the Carnegie Learning High School Math Solution curriculum, with a strong emphasis on tailoring a student's math education to their individual needs. For example, many BELIEVE students take a math remediation course to address lost learning while concurrently taking their core math coursework. Meanwhile, students performing at high levels in math have the opportunity to accelerate their math education by taking dual credit math courses at the local community college. The combination of reading-dense courses and differentiated math programming has shown promising results, with our first class of students (Class of 2024) making an average of 62 points growth on their SAT composite score in SY21-22 and our second class of students (Class of 2025) making an average of 75 points growth on their SAT composite score in SY21-22. It is worth noting that our students made these gains as 10th and 9th graders respectively—while taking the SAT test (not PSAT 8/9 or PSAT 10) which is typically taken by 11th graders. We are proud of the impact our program is making for our students, particularly because our growth well outpaces what [College Board](#) defines as typical annual growth (40 points overall growth for 9th graders and 50 points overall growth for 10th graders).

Social Emotional Learning

Outside of the academic classroom, BELIEVE students have daily exposure to social, emotional, and mental health resources and programming that ensure they are healthy and whole. BELIEVE partners with [nXu Pop](#) which is a curriculum implemented school wide for social and emotional programming. Students complete activities and engage in the work during their daily Village time. Village serves as a student's "family" while at school. They are placed in a single-gender group their freshmen year, and students stay in their Village until they graduate. The Village Model provides a

supportive environment for students to make friends, support one another, and have conversations on topics that are relevant to their lives.

At BELIEVE, all students are placed into Villages during summer orientation. More information about the Village Model is in Section A.8 – School Climate and Culture. Students are placed into a Village with roughly 10-15 other same grade level students. Villages meet twice daily to set goals, track progress of their 4-year long portfolio projects, participate in social and emotional activities and exercises, and create an environment where students feel supported and safe. Village is a time for students to receive support from a friend on a project or study for a test. It's an integral part of the student experience at BELIEVE.

Lesson Planning and Curriculum Implementation

To lay the foundation for strong lesson planning, teachers first engage in long-term planning for their course. They reference standards and existing curricular materials to prepare unit plans and grading plans. They then refer to their unit plan as guidance to inform their daily lesson planning. The expectations for daily lesson planning are for teachers to start by doing the student work of the lesson; they build out answer keys and/or examples and analyze that work to deepen their understanding of lesson objectives and key points. Following that thought work, teachers develop a written lesson plan using BELIEVE's lesson plan template, which prompts the teacher to consider common misconceptions as well as opportunities for differentiation for exceptional learners and English language learners. This approach aligns with the mastery and rigor tenets of our academic model; it supports a focus on mastery by building teachers' awareness of which parts of the lesson will serve as assessments of student learning, and it supports rigor by helping the teacher to consider highest-level performance via exemplar response development.

BELIEVE STL Academy's curriculum can be adapted for students learning English as a new language by first training teachers on the adaptations they should make to support their students learning English as a new language. Teachers will receive ongoing training on the eight components of the [SLOP](#) model with the overarching goal of supporting teachers, especially our general educators, to make effective professional judgments about matching the specific features of the SLOP components with each part of their daily lessons to best meet the needs of their students. Some standard practices that BELIEVE STL Academy's teachers will be trained on include setting language objectives in addition to content objectives, presenting information in a way that maximizes comprehensible input, supporting student-to-student interactions by utilizing varied groupings within a lesson, methods for prompting students to elaborate orally and provide multi-word responses, and reviewing and reinforcing key concepts by regularly reviewing lesson assessments with students.

Meeting the Needs of Diverse Learners

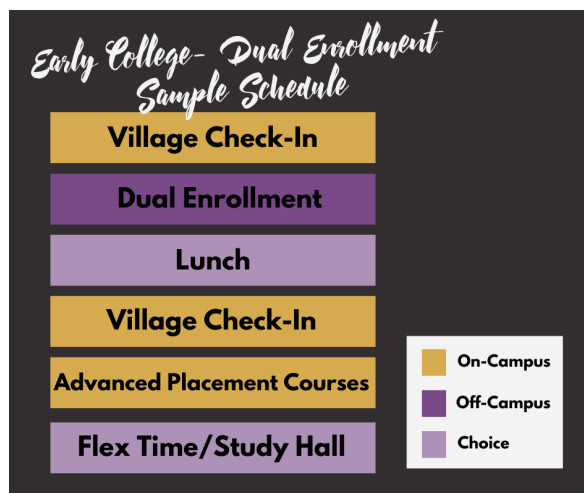
BELIEVE St. Louis Academy's curriculum can be adapted for students with special education needs also by ensuring our teachers know how to meet all of their students' learning needs. As a baseline, teachers will receive ongoing training on Universal Design for Learning to optimize the learning experience for all students. They will also receive training on how to read a student's IEP or IEP summary and how to adjust instruction to meet that scholar's needs so the scholar has

unimpeded access to learning experiences that will allow them to achieve the grade-level standards for the course. Teachers will learn how to best support scholars with special learning needs by being trained on how to identify and leverage strengths and how to remove barriers to learning and provide accommodations and modifications that support students' identified learning needs. Teachers will receive support in adapting the curriculum to meet the needs of their students with special education needs by having access to a one-on-one instructional coach who can help the teacher make decisions about differentiating instruction and by receiving feedback on lesson plans from their coach. BELIEVE St. Louis Academy's lesson plan template requires teachers to detail the specific accommodations and modifications they will make within the lesson for each of their students with special education needs.

In addition, BELIEVE St. Louis Academy will employ one certified special education teacher per 24 special education students and 2 paraprofessionals per 24 students to ensure maximum support in both the general education and special education setting.

BELIEVE St. Louis Academy's curriculum is designed to support students who enter below grade level by providing Tier 2 support in math, reading, and writing via courses students take during acceleration block, which is a period built into the school day to provide remediation or acceleration depending on students' needs. The three courses that are available for students who enter BELIEVE STL Academy below grade level are Math Lab, Developmental Reading, and Language Arts Lab. Students are placed in these classes based on a combination of scores from the 8th grade [Missouri Assessment Program \(MAP\)](#) Math and ELA tests and the [Edmentum Quantile Test math screener](#) as well as the Houghton [Mifflin Harcourt Reading Inventory](#) reading screener. Students will also participate in ongoing Edmentum math and reading assessments to determine appropriate placement.¹³ Students who enter BELIEVE STL Academy above grade level have access to higher level coursework. For example, some freshmen may be placed in sophomore level math or higher, they may be placed in dual-enrollment courses, AP courses, and/or double-block science.

The schedule sample of a BELIEVE STL Academy 9th grade student can be found in Appendix A.4.2



¹³ We have selected Edmentum Quantile Testing and Houghton Mifflin Harcourt Reading Inventory Testing as our assessment screener tools because these have proven useful at our Indianapolis campus; however, we will adjust our assessment screener tools as necessary to meet Missouri guidelines.

Mathematics at BELIEVE St. Louis Academy

The core tenets of BSTLA's math program support the development of our students' agency, acceleration, and autonomy. The following is our vision for excellent math instruction:

- **Socially Constructed:** The teacher facilitates opportunities for students to develop deep conceptual understanding; the teacher achieves this thorough intellectual preparation for instruction (doing math work of the lesson, identifying key points, anticipating errors and misconceptions, planning for real-time data gathering, prompt statements, and checks for understanding, and matching instructional modalities to the demands of the learning). In execution, students will appear to be leading their own learning in collaboration with each other as a result of the teacher's careful preparation in advance of the lesson—students will be productively struggling, supporting and challenging one another, and utilizing precise academic language in discussion of the lesson concepts.
- **Student Centered:** Students have the opportunity to develop procedural fluency and deepen their conceptual understanding through independent practice. Excellent math instruction provides time for students to learn by doing; thus, students must have time to practice independently with timely feedback at the point of error. Excellent math instruction not only provides time for students to practice grade-level content, but it also accounts for varying degrees of math skill and understanding. At the lesson level, teachers meet students' math remediation needs by providing multiple access points, and at the course level, we meet students' math remediation needs by providing a Math Lab course to address students' learning gaps from their K-8 education.
- **Data-Driven:** Excellent math instruction necessitates that the instructor maintains a daily practice of planning to gather the right data, gathering it, analyzing the data, and adjusting subsequent instruction accordingly. Additionally, excellent math instructors are adept at gathering and responding to real-time data so they can adjust instruction as needed in the moment. BSTLA teachers are trained in multiple methods of data collection, guided in how to analyze data, and skilled at adjusting instruction in response to data.

To achieve our vision of excellence in math instruction, we have selected [Carnegie Learning's High School Math Solution Traditional curriculum](#). This curriculum has two core components, which Carnegie Learning has dubbed "Learning Together" and "Learning Individually". The Learning Together component of the curriculum utilizes a consumable math textbook (MATHbook), and the Learning Individually component utilizes intelligent software (MATHia) that provides just-in-time support and tracks student progress as they practice skills related to the grade-level lesson. The curriculum is designed to have

students spend approximately 60% of their time learning together and 40% of their time learning independently.

The Learning Together component of the Carnegie math curriculum is designed to support collaborative meaning making and deep conceptual understanding through the three core instructional elements of each lesson:

- *Engage - Activate student thinking by tapping into prior knowledge and real-world experiences. Provide an introduction that generates curiosity and plants the seeds for deeper learning.*
- *Develop - Build a deep understanding of mathematics through a variety of activities. Students encounter real-world problems, sorting activities, worked examples, and peer analysis—in an environment where collaboration, conversations, and questioning are routine practices.*
- *Demonstrate - Reflect on and evaluate what was learned. Ongoing formative assessment underlies the entire learning experience, driving real-time adjustments, next steps, insights, and measurements.*

The Carnegie Learning math curriculum has served us well at our Indianapolis campus thus far. In the 2021-2022 school year, our 10th-grade students averaged over 40 points of math growth from their beginning-of-year to end-of-year SAT test, and preliminary results for this year's 9th-grade students are also promising—indicating that they have already achieved an average of 39 points of math growth from beginning-of-year to middle-of-year (with 69% of students growing 20 points or more in half a school year). We attribute this growth to the rigorous grade-level math content students learn via the Carnegie Learning High School Math Solution curriculum as well as to our double-blocked math courses. See the table below for a typical week in 9th-grade math at BSTLA.

Mathematics: Day at a Glance 9th Grade		
Algebra 1		
Schedule: 50 minutes	Purpose: The purpose of the Algebra 1 course is to provide students with grade-level math instruction aligned to the Missouri Learning Standards (MLS) for Algebra 1. Through a combination of collaborative inquiry and discussion-based learning as well as individualized independent practice, students will develop a deep understanding of Algebra 1 concepts and procedural fluency in Algebra 1 skills. <ul style="list-style-type: none"> ● Activator/Bell Ringer (Engage) 	Assessment: End-of-Course Exam: Measure student mastery of Missouri Learning Standards for Algebra 1. End of Topic Test: End of Topic Tests are similar to unit tests. Each module in the Carnegie curriculum contains 2-3 topics consisting of anywhere from 5 to 25 lessons. End of Topic tests allow teachers to gauge students' retention of Topic

	<ul style="list-style-type: none"> ○ <i>Connect to prior knowledge, build off intuition, establish a situation</i> ● Introduce Objectives ● Learning Activity 1 (Develop) <ul style="list-style-type: none"> ○ <i>Investigation, classification, worked example, peer analysis, real-world problem solving, mathematical problem solving</i> ● Learning Activity 2 (Develop) ● Independent Practice (MATHia) ● Exit Ticket (Demonstrate) <ul style="list-style-type: none"> ○ <i>Exit ticket procedures, exit ticket application, generalization, graphic organizer, writing task</i> 	<p>content.</p> <p>Daily Exit Tickets: These brief formative assessments allow teachers to build off of strengths or fill gaps in subsequent instruction.</p>
Math Lab		
<p>Schedule:</p> <p>50 minutes</p>	<p>Purpose:</p> <p>The purpose of the Math Lab course is to address students' learning gaps from their K-8 education.</p> <ul style="list-style-type: none"> ● Activator/Bell Ringer ● Activity 1 ● Activity 2 ● Practice ● Exit Ticket 	<p>Assessment:</p> <p>Diagnostic Assessment: Quantile testing allows us to determine students' levels of math proficiency.</p> <p>Daily Exit Tickets: These brief formative assessments allow teachers to build off of strengths or fill gaps in subsequent instruction.</p>

Math Scope & Sequence

At BSTLA, we implement the scope and sequence from Carnegie Learning's High School Math Solution Traditional curriculum. The Carnegie math curriculum units are organized into modules which are subdivided into topics. The chart below describes the scope and sequence for Algebra 1. See Appendix A.2.2 for the sample units from the scope and sequence for Geometry and Algebra 2.

Math Scope & Sequence - Algebra 1

Math Module Descriptions

Module 1: Searching for Patterns

- Topic 1 - Quantities and Relationships
- Topic 2 - Linear Regressions

Students will investigate a variety of function families, recognizing their key characteristics. They will identify and categorize functions based on characteristics. They will expand their knowledge of lines of fit to determine whether it is appropriate to use a linear model and differentiate between correlation and causation.

Module 2: Exploring Constant Change

- Topic 1 - Linear Functions
- Topic 2 - Solving Linear Equations and Inequalities
- Topic 3 - Systems of Equations and Inequalities

Students will explore different forms of linear equations and write equations for parallel and perpendicular lines. They will continue their work with solving equations and solving literal equations. They will build on their work with systems to develop new strategies for solving systems and explore systems of linear inequalities.

Module 3: Investigating Exponents and Roots

- Topic 1 - Introduction to Exponential Functions
- Topic 2 - Operating with Radicals

Students will explore the properties of exponential functions. They will distinguish between exponential growth and decay and solve real-world problems modeled by exponential functions. They will expand their work with writing equivalent expressions to operate with radical expressions.

Module 4: Describing Samples and Distributions

- Topic 1 - Samples and Statistics
- Topic 2 - Two-Variable Categorical Data

Students will expand their work with random samples to analyze different sampling methods. They will create two-way frequency distributions, relative frequency distributions, and conditional relative frequency distributions. They will analyze the data for any possible trends or associations.

Module 5: Maximizing and Minimizing

- Topic 1 - Polynomial and Rational Expressions
- Topic 2 - Introduction to Quadratic Functions and Equations

Students will explore operations with polynomials. They will investigate the structure and symmetry of quadratic functions. Building on their work with equations, they will solve quadratics using various methods, including the Quadratic Formula. They will investigate complex numbers.

Literacy at BELIEVE St. Louis Academy**Literacy Vision**

We believe literacy is a key element of agency. Our vision of a literate person is rooted in the work of Gholdy Muhammad's historically responsive literacy model¹⁴. We believe a literate person is one who:

¹⁴ Muhammad, G. (2020). *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. New York: Scholastic.

- Understands and is self-affirmed in their many and complex identities (IDENTITY)
- Is proficient at reading, writing, speaking, and listening (SKILL)
- Is equipped with academic knowledge (INTELLECT)
- Thinks critically, especially about matters of power, equity, oppression, and antiracism (CRITICALITY)
- Derives pleasure from their own literacy (JOY)

With this vision in mind, we design and redesign—ever reflecting, growing, and revising—learning experiences in BELIEVE’s Humanities courses that will honor, nurture, and accelerate our students’ continued literacy development. See BELIEVE’s Vision for Literacy in Appendix A.2.3 for details on how the pillars of our literacy vision connect to our ELA and history courses.

English Language Arts: Day at a Glance 9th Grade		
English 1		
<p>Schedule:</p> <p>50 minutes</p>	<p>Purpose:</p> <p>The purpose of our English 1 course is to provide students with grade-level English Language Arts instruction aligned to the Missouri Learning Standards (MLS) for English Language Arts Grade 9-10.</p> <p>This course implements Odell’s High School Literacy Program 9-10A curriculum. This course is designed to “build knowledge and enhance the skills students possess through student-centered and student-led analysis of robust texts and topics” (Odell, 2020).</p> <p>Lessons consistently begin with an activator and end with an exit ticket; a variety of learning activities comprise the heart of each lesson; the Odell program prioritizes activities that engage students in “closely and deeply reading diverse text formats; developing vocabulary, grammar, syntax, and usage fluency; speaking and listening through rich discussions on complex texts and topics; and writing as a process of thinking deeply and explaining ideas” (Odell, 2020).</p> <ul style="list-style-type: none"> • Activator/Bell Ringer • Discuss • Read • Write • Discuss 	<p>Assessment:</p> <p>Unit Culminating Task: Each unit ends with a summative assessment known as the Culminating Task. Culminating Tasks may be written or oral tasks. Written Culminating Tasks span a range of task types, including literary analysis and argumentative, narrative, and expository writing. Presentation tasks require students to demonstrate competency in reading and speaking (Odell, 2020).</p> <p>Section Diagnostics: Each unit is made up of several sections, which generally consist of five to ten lessons. Each section has a Section Diagnostic, in which students have the opportunity to demonstrate their skills and knowledge on a formative assessment. Section Diagnostics include, but are not limited to, writing a paragraph or multiple</p>

	<ul style="list-style-type: none"> Exit Ticket 	<p>paragraphs, delivering a presentation, or engaging in an academic discussion, such as a Socratic Seminar (Odell, 2020).</p> <p>Daily Exit Tickets: These brief formative assessments allow teachers to build off of strengths or fill gaps in subsequent instruction.</p>
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English Language Arts Scope & Sequence

At BSTLA, we implement a scope and sequence from [Odell's High School Literacy Program](#). This curriculum is designed to allow for choice and flexibility; teachers and administrators can work together and work with the larger school community to select the units that are a best fit for the school community. At BELIEVE's Indianapolis campus, this flexibility has served us well by allowing us to select core texts that represent our students' identities as well as identities that have traditionally been underrepresented in the canon of literature typically taught in American high schools—thereby allowing us to uphold one of the core tenets of our educational philosophy: exposure. At BSTLA, we will work with the wider school community (students, parents, and teachers) to select the Odell units that are most meaningful to our community. The chart below describes a sample unit progression for English 1. See Appendix A.2.3 for sample scope and sequence documents for English 2, English 3, and English 4.

English Language Arts Scope & Sequence (Sample) - English 1

ELA Unit Descriptions
<p>Unit 1: Foundation Unit</p> <ul style="list-style-type: none"> Central Question: Who changes the world? Unit Texts & Multimedia: "The Danger of Silence" by Clint Smith (TED Talk), "Introduction" from <i>The Tipping Point</i> by Malcolm Gladwell (Book Excerpt), "How to Start a Movement" by Derek Sivers (TED Talk), "Inaugural Address, 20 January 1961" by John F. Kennedy & Ted Sorensen (Speech), Excerpt from <i>The Prince</i> by Niccolo di Bernardo dei Machiavelli (Book Excerpt), "Agents of Change" by Phil Patton (Article), "The Malala Effect: Her Global Fight for Girls' Rights" by Genevieve Roth (Article), "How to Give a Killer Presentation" by Chris Anderson (Article) <p>In this unit, students will study specific moments in history and culture when significant changes occurred. They will begin by exploring the concept of change, considering how contexts can give rise to change and individuals who become the agents of change. They will then use their</p>

understanding to explore how change occurs in various aspects of society like politics, technology and science, considering figures from President John F. Kennedy to Malala Yousafzai. In small research teams, students will explore a specific area of their interest, conducting their own research into change agents. Their work will culminate in presentations from each research team to enrich their understanding of the unit's central question: Who changes the world? (Odell, 2020).

Unit 2: Development Unit

- Central Question: How does perspective shape our understanding of events?
- Central Text: *The Book of Unknown Americans* by Cristina Henríquez

In this unit, students will read *The Book of Unknown Americans*, a novel by Cristina Henríquez, and will explore the central question: How does perspective shape our understanding of events? They will examine the novel, along with a collection of short stories, memoirs, narrative poetry, and literary non-fiction, to understand how authors use literary elements and narrative techniques to explore meaning and convey themes. They will also analyze constructs that help define character and perspective: culture, ethnicity, gender, life experience, adversities, and triumphs. To synthesize what they have learned about the elements of storytelling, they will rewrite a vignette from *The Book of Unknown Americans* from the perspective of another character (Odell, 2020).

Unit 3: Development Unit

- Central Question: How do images change the world?
- Unit Texts & Multimedia, Sample List: "Origins of Photojournalism" published by The American Battlefield Trust (Article), Edward Curtis photographs by Edward S. Curtis (Images), "Edward Curtis' Epic Project to Photograph Native Americans" published by Smithsonian Magazine and YouTube (Documentary), "An Intimate View of MLK Through the Lens of a Friend" by Madison Horne (Informational Article), "Letter from Birmingham Jail" by Martin Luther King, Jr. (Essay), "No More: The Children of Birmingham 1963 and the Turning Point of the Civil Rights Movement" by McKay and Miranda Jessop (Documentary), *Police Using Dogs to Attack Civil Rights Demonstrators, Birmingham, Alabama* by Charles Moore (Image), "What the Still Photo Still Does Best" by Hank Klibanoff (Article), *Falling Man* by Richard Drew (Image), "Introduction" from *Imprisoned in a Luminous Glare: Photography and the African American Freedom Struggle* by Leigh Raiford (Excerpt)

In a study of the development and impact of photojournalism as a catalyst for change in the world, students will investigate the central question: How do images change the world? They will examine photographic images and related informational texts centered around the roots of modern photojournalism in Civil War photography, Edward Curtis's The North American Indian project, Dorothea Lange's Depression-era Migrant Mother photographs, Charles Moore's photographs of the Civil Rights Movement, and Richard Drew's photograph of 9/11's Falling Man. They will study how iconic photos such as these capture, represent (or misrepresent), and influence the events of history, and they will develop their own positions about the importance of a selected American photojournalist (Odell, 2020).

Unit 4: Application Unit

- Central Question: What do I want to research?
- Unit Texts: Students will use inquiry questions to find sources that help them answer their Central Research Question. These sources can range from print texts to web-based texts, multimedia, interviews, and texts from units explored earlier in the year.

Students will consider what has really interested them from the many questions, texts, and topics they have studied throughout the year. They will join a team of peers who share their interests, come up with their own research question, explore it, and report back to the community about what they learned and why others should care about it. They will develop skills, methods, and learning habits that build our proficiency in conducting deep research on a topic. They will learn to ask important questions about the world, use those questions to critically explore the themes that interest them, and, consequently, open themselves to new knowledge. Building off of what they have learned in previous units, students will deepen their abilities to find information, evaluate the validity of their sources, make connections between ideas, and organize what they find. As they move through their research, students will return to their initial inquiry questions and refine them, coming up with better, richer answers. Eventually, this exploration will lead them to a growing perspective, rooted in deep understanding, and it will strengthen their ability to express meaning in any medium. Throughout the course of their work, students will reach out to their community by listening actively to others and building on their knowledge. Finally, they will take on distinct roles in their team to write and deliver a detailed, clear, and engaging final presentation to their audience. They will evaluate each other's research, reflect on their own breakthroughs and challenges during the research process, and benefit from their peers' responses to their work (Odell, 2020).

Summer Pilot Program

Each summer, 20-25 middle school students will be selected for our Summer Pilot Program. The purpose of this program is to expose students to the Early College Experience. Not only will they have access to highly regarded programming and curriculum, but they will have the opportunity to build relationships with classmates and educators as they prepare for high school. Below is a description of the program.

Healthcare, Science and History Summer Pipeline Program: An Immersive Early College Experience

A weeklong residential college experience that will immerse students in healthcare, science and history. A pilot partnership between BELIEVE Schools, SIU School of Medicine, Looking for Lincoln and other leading cultural and higher education institutions in Springfield, Illinois.

Project Lead: Jawn Manning, BELIEVE Schools, jmanning@believeschools.org

Students: 10-15 high school sophomores and juniors from BELIEVE St. Louis Academy

Timeline: July 11-15 student experience, preparation beginning immediately. (sample schedule here: [Daily Schedule](#))

Goal: a pilot program that can be scaled to serve students in the St. Louis, Indianapolis and southern Illinois regions.

The program will involve three main components: a residential stay on a college campus, an immersive week of health and science training at Southern Illinois University School of Medicine, and a four-day exploration of history and leadership at world-renowned Abraham Lincoln sites. For this pilot phase, Southern Illinois University and Looking for Lincoln will provide programming in-kind, at no cost. All remaining costs for the 2023 pilot pertain to staff, transportation and lodging.

Health Science : Immersive experiences at Southern Illinois University School of Medicine For 4+ hours each day, students will be immersed in healthcare simulations, problem-based learning sessions, and preparatory activities created by Southern Illinois University School of Medicine. SIU School of Medicine is a pioneer in medical education, one of the most decorated teaching institutions in the world of healthcare.

For nearly two decades, SIU School of Medicine has operated P4: the Physicians Pipeline Preparatory Program, which provides medical school experiences to high school students in the Springfield area, with a special focus on youth underrepresented in medicine. The Summer Institute will adapt the P4 experience as follows:

- Interactions with Standardized Patients, in which students practice skills with real-life individuals (actors portraying patients) in a simulated clinical environment. This will take place in the School of Medicine Professional Development Laboratory and the Memorial Learning Center.
- Surgical skills training in the Folse Center for Surgical Skills, a pioneering teaching lab where medical residents practice and hone their surgical skills, moving from rudimentary techniques to real-life surgical skills.
- Problem-based learning sessions, held in small groups in the Medical Library at SIU School of Medicine. Students will be presented with a patient case and will work together through research and inquiry to work towards a diagnosis and treatment. PBL is the primary method of academic instruction at SIU School of Medicine. Indeed the term “Problem Based Learning” was coined by SIU founding faculty member Howard Barrows – the PBL sessions that students will complete are rooted in his foundational teachings.
- Mentorship sessions with medical students and other learners, including lunch panels and small group roundtables, as well as lectures from select faculty.

- Tours of SIU teaching and research facilities, including the Pearson Museum and the Memorial Learning Center.

History

Humanities, History and Leadership with Looking for Lincoln

The organization Looking for Lincoln will curate and provide a world-class experience that will explore the life, time and history of Abraham Lincoln.

Day 1: Abraham Lincoln Presidential Library and Museum visit and tour, with a discussion with Christian McWorter, State Lincoln Historian

Day 2 : Old State Capitol House of Representative Chamber and the “House Divided” speech, led by Justin Blandford, superintendent at the Illinois Department of Natural Resources.

Day 3: Tour of Abraham Lincoln Home and Jameson Jenkins site led by Tim Townsend, Historian for the Lincoln Home National Historic Site

Day 4: Lincoln’s Tomb and culminating event led by Dr. Sam Wheeler, former Illinois State Historian and current director of programs at the Illinois Supreme Court Historic Preservation Commission.

Looking for Lincoln is the coordinating entity for the Abraham Lincoln National Heritage Area. For more than a decade, LFL has operated the LEAD program, a longitudinal program for high school students that teaches and explores leadership through Abraham Lincoln’s life and times. The experiences above are among “the greatest hits” of the LEAD experience.

Residential College Experience:

On-campus at University of Illinois at Springfield

For five days and nights, students will stay on-campus at the University of Illinois at Springfield, with access to on-campus amenities including the student center, cafeteria, recreational center and gym.

Some of the benefits of early college exposure include the promotion of a college going culture and foundational skills in navigating college systems. Early college exposure also boots students' confidence in their ability to attend college and provides increased awareness around what to expect when they get to college.

Conclusion

About BELIEVE and SIU

BELIEVE Schools are an early college and career preparatory high school focused on fostering the academic achievement, autonomy, and agency needed to be a contributing member of our evolving society. We strive to create a positive community by developing our students and staff emotionally, socially, and culturally. BELIEVE Schools works with historically under-estimated youth in the St. Louis community, equipping them with skills needed to become well-adjusted, civically engaged, and financially stable adults.

SIU Medicine is a publicly assisted medical school and a clinical practice focused on the health care needs of downstate Illinois. The School of Medicine is part of Southern Illinois University in Carbondale. For more than 50 years, SIU Medicine has been an innovative leader in medical education and a key player in the development of the regional academic medical center in Springfield. Set amid the city's growing Mid-Illinois Medical District, the school is a driving force in improving the population's health. Our student experience focuses on empathetic values and a philosophy of treating patients as people, not diseases. Creative, interactive training makes our graduates among the most skilled and confident clinicians in the nation.

Social-Emotional Learning

In efforts to live out our mission of developing the whole child, BELIEVE incorporates social-emotional learning into all aspects of the school day. At our Indianapolis campus, we've done a lot of intentional work to normalize mental and emotional health and remove the stigmas around counseling and therapy. We are proud to have over 50% of our student population enrolled in mental health services at the school each week for free.

Additionally, our staff have access to the same services with our providers for free.

Teachers don't have to leave school in the middle of the day- they can join a zoom or meet in-person with their licensed therapist. Additionally, we have a partnership with OpenSeat which provides life coaching for students via zoom on a weekly basis. We will provide these same services at our St. Louis campus as well. We're exploring various partners in the city that can provide in-person and/or zoom services for our students and staff.

Villages at BELIEVE provide a foundation for our schoolwide culture, policies, and practices for social and emotional learning. Village programming is aligned to the five SEL competencies as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). These competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making¹⁵.

Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

¹⁵ What Is the CASEL Framework?" CASEL.org, CASEL, 2023, <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#responsible>. Accessed 2023.

Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Other Areas of Focus

Personal Finance: All BELIEVE students will graduate with a half credit in Personal Finance. Students will take courses focused around budgeting, personal finance, credit score, and building wealth. These courses will meet the Personal Finance Requirements of the MLS. In addition to traditional teaching methods and curriculum, students will have the opportunity to participate in Junior Achievement programming such as [JA Personal Finance 2.0](#), [JA Finance Park](#), and [JA Be Entrepreneurial](#) to further cultivate personal financial responsibility and to explore the practical elements of concepts discussed in class.

Fine and Practical Arts: All BELIEVE students will earn at least one full credit of a fine art and practical art. Through partnerships with STLCC, Regional Arts Commission of St. Louis, and other organizations, students will have the opportunity to participate in a diverse range of fine and practical arts tailored to their specific interests and desired areas of exploration. In addition, Freedom Fridays at BELIEVE will provide the space and time for additional, offsite experiences in the various focus areas of students' courses.

Physical Education, Health, and Wellness: All BELIEVE students will earn at least one full credit of physical education and at least a half credit in health. In addition, all students will earn their CPR/AED/Heimlich/First Aid certification before they graduate high school.

World Languages (*optional but encouraged*): BELIEVE scholars will have the opportunity to earn high school credit in Spanish and/or college credit in the following world languages: Spanish, French, Chinese, or American Sign Language.

Professional Development for Implementation of the Education Program

The role educators play in our students' trajectory has direct correlation to students' success. With that, we recruit, develop, and retain educators who represent our students, care about our students, and are equipped with the knowledge, compassion, and experience to support our students. Teaching is a challenging field. The number of educators leaving the field annually is alarming. That is why at BELIEVE, we are taking an innovative approach to teacher and staff support. Since our launch in 2020, we've crafted a strong Employee Value Proposition to ensure our team members feel valued, seen, and supported. We are proud to report that at our Indianapolis campus, we have retained 100% of our founding instructional staff (Year 1), and we are on track to retain 100% of our current instructional staff. Learn more about our Employee Value Proposition in Appendix A.2.4.

BELIEVE St. Louis Academy, like our Indianapolis campus, will be a special place: Students will exhibit joy in their daily experience and pride in their school, and staff members will know the gratification of creating a culture where students can thrive and leading students to strong learning outcomes. Simple as it sounds, we know that in schools such joy, pride, and success are the outgrowth of excellent preparation and ongoing reflection, development, and responsive action. BSTLA intentionally builds in time and space for the important work of ongoing professional development:

- **Daily Double Preparation Periods:** All BSTLA teachers have two 50-minute blocks in their day reserved to allow time for the full teaching cycle to take place. We know that time spent with students in active instruction is just one part of the important work a teacher does; significant work must take place outside of instructional time to ensure that instruction is effective. As such, we make sure that all teachers have two daily planning periods. One of these periods is reserved for planning for instruction (intellectual preparation, materials preparation, etc.), and the other period is reserved for grading student work, analyzing performance data, and adjusting upcoming instruction in response to data.
- **Friday Planning Days:** While our daily double prep periods allow for teachers to engage in rich day-to-day instruction work, we know that teachers also need time for long-term planning, reflection on previous units, and internalization of upcoming units. To that end, we make sure that all teachers have at least one long-term planning day per quarter to allow them to step out of the day-to-day work and tend to the yearlong arc of instruction via unit planning. Given BSTLA's Freedom Friday model, teachers are not engaged in instruction for their regular courses on Friday. Rather, they typically spend Fridays with their Village students. We implement a regular rotation of subbing out 2-3 teachers each Friday so that all teachers have 4 full days (1 day per quarter for each teacher) away from the school building to engage in self-directed long-term planning.
- **Weekly One-on-One Meetings with Instructional Coach:** Teachers at BSTLA will each have a dedicated instructional coach to support their development as

educators on a weekly basis. While we have a clearly defined vision for students' academic experience at BSTLA, we also recognize that to achieve our vision, teachers will need comprehensive training on the many understandings and skill sets this vision demands. The vision is singular, but teachers are not—they come to us with a wide array of educational, work, and life experiences. At our Indianapolis campus, we have achieved high rates of teacher retention by pairing each teacher with a dedicated instructional coach who can be the mediator between the demands of their BSTLA role and their unique needs and ways of meaning making as individuals.

- **Weekly Friday-Morning Academic Professional Development:** Every Friday morning, BSTLA teachers will participate in a 90-minute academic-focused professional development session while students participate in elective programming provided by local community partners. Friday professional development sessions are recorded and accompanying materials are provided to teachers; this allows teachers to access PD even when they are out of the building on a Friday for their quarterly unit planning. The scope and sequence for these Friday morning PD sessions is based on Uncommon Schools' *Get Better Faster* scope and sequence for professional development. Access a detailed description of [this scope and sequence](#) in Appendix A.2.5. The table below provides a general overview of the yearlong professional development progression.

Time Frame	Focus Area	
	Classroom Culture	Rigor
Summer PD	<ul style="list-style-type: none"> ● Building Teacher-to-Student Relationships and Classroom Community ● Develop Essential Routines and Procedures 	<ul style="list-style-type: none"> ● Write and Internalize Lesson Plans ● Principles of <i>Understanding by Design</i> and Unit Plan Planning ● Unit Plan Unpacking
Quarter 1 PD	<ul style="list-style-type: none"> ● Building Teacher-to-Student Relationships and Classroom Community ● Roll Out & Monitor Routines ● Engage Every Student 	<ul style="list-style-type: none"> ● Independent Practice ● Respond to Student Learning Needs ● Unit Plan Unpacking
Quarter 2 PD	<ul style="list-style-type: none"> ● Supporting Students' Academic Success and Deepening Classroom Community ● Set Routines for Discourse 	<ul style="list-style-type: none"> ● Lead Student Discourse 101 ● Lead Student Discourse 201 ● Unit Plan Unpacking
Quarter 3 PD	<ul style="list-style-type: none"> ● Supporting Students' Academic Success and Deepening 	<ul style="list-style-type: none"> ● Data-Driven Instruction ● Differentiation

	Classroom Community <ul style="list-style-type: none"> • Joy Factor 	<ul style="list-style-type: none"> • Unit Plan Unpacking
Quarter 4 PD	<ul style="list-style-type: none"> • Supporting Students' Academic Success and Deepening Classroom Community • Joy Factor 	<ul style="list-style-type: none"> • Data-Driven Instruction • Differentiation

BSTLA will provide ongoing professional development throughout the school year and in the summer. Teachers participate in three weeks of intensive summer professional development. For teachers who are new to our school or new to the profession of teaching, summer instructional professional development focuses primarily on training teachers in the facets of our model and our expectations for excellence in teaching and learning. For our returning teachers, summer professional development focuses on reflection on and deep internalization of units as well as ongoing professional development and data analysis to learn about and prepare for incoming and rising students. Teachers also engage in weekly 90-minute sessions of academically-focused professional development. The chart below describes topics for professional development at BSTLA.

Professional Development Plan

Topic	Activities	Frequency	Lead By
BELIEVE Teacher Intensive - Summer PD Three week orientation that covers onboarding, HR, BELIEVE programs and expectations, school safety, and school culture development.	Teacher/School Handbook	Summer Orientation	Principal & Dean of Operations
	Culture & School Expectations	Summer Orientation	Principal and Dean of Culture
	Instruction	Summer Orientation	Principal, CAO, Dean of Instruction, and Department Chairs
Data Review & Systems A focus on data-driven instruction and how data is an integral part of the school, decision-making, and student outcomes.	Assessments (EOC/Benchmark)	Summer Orientation & Ongoing PD	Principal and CAO
	IEP/Accommodations	Summer Orientation & Ongoing PD	Principal and CAO
	Culture as it Correlates to Student Success	Summer Orientation & Ongoing PD	Principal and Dean of Culture
	Surveys: Student, Family, and Staff	Summer Orientation	Principal and CAO
School Safety, Culture, and Systems	Digital Systems: SIS, SchoolRunner, and more.	Summer Orientation & Ongoing PD	Principal & Dean of Operations

Welcoming staff to an inclusive, family-like environment where everyone feels prepared, safe, and understands the school's systems.	Building and Classroom Safety	Summer Orientation & Ongoing PD	Principal & Dean of Operations
	Our Approach to School Culture and Discipline	Summer Orientation & Ongoing PD	Principal and Dean of Culture
	Social Emotional Learning	Summer Orientation & Ongoing PD	Principal & Dean of Students
Academics & Instruction Focusing on student and teacher engagement, teacher strategies, and how to improve outcomes for students.	Unit Planning (<i>Understanding by Design</i>) and unit unpacking/internalization	Summer Orientation & Ongoing PD	CAO, Principal, Dean of Instruction, Department Chairs
	Assessment Analysis (Quarterly Course Assessments and Benchmark Assessments–i.e., PSAT, SAT, EOC Exams)	Summer Orientation & Ongoing PD	CAO, Principal, Dean of Instruction, Department Chairs
	Lesson Planning Expectations & Best Practices	Summer Orientation & Ongoing PD	CAO, Principal, Dean of Instruction, Department Chairs
	Classroom Culture	Summer Orientation & Ongoing PD	CAO, Principal, Dean of Instruction, Department Chairs
	Rigor	Summer Orientation & Ongoing PD	CAO, Principal, Dean of Instruction, Department Chairs
	Universal Design for Learning	Summer Orientation & Ongoing PD	CAO, Principal, Dean of Instruction, Department Chairs
	Reading Apprenticeship Framework	Summer Orientation & Ongoing PD	CAO, Principal, Dean of Instruction, Department Chairs
	Co-Teaching	Summer Orientation & Ongoing PD	CAO, Principal, Dean of Instruction, Department Chairs
	Sheltered Instruction for Multilingual Learners	Summer Orientation & Ongoing PD	CAO, Principal, Dean of Instruction, Department Chairs
	Grading and Analyzing Student Work	Summer Orientation & Ongoing PD	CAO, Principal, Dean of Instruction, Department Chairs

Teacher Supports at BELIEVE

We have a simple saying at BSTLA that reflects our core value of being child-centered in all that we do: “Kids over adults.” When we constantly make every decision by asking ourselves, “What’s best for kids?” we succeed in living out our child-centered values. We also know that to do what is best for kids, we must support the adults who work with them daily.

We aim to provide comprehensive support to our teachers through the five core components of our teacher support plan, which includes:

- Intellectual Preparation
- Observation, Coaching, & Feedback
- Data Analysis
- Personal & Professional Goal Setting and Monitoring
- Formal Teacher Evaluation

The chart below shows the frequency of teacher supports at BSTLA.

Weekly	Quarterly	Semesterly	Annually
Intellectual Prep Observation, Feedback, & Coaching Data Analysis	Intellectual Prep (Friday Planning Days) Personal & Professional Goal Setting and Monitoring Data Analysis	Formal Teacher Evaluation Data Analysis	Data Analysis of End of Course Assessments

Intellectual Preparation: BSTLA teachers engage in two forms of intellectual preparation at regular intervals: lesson internalization and unit plan unpacking. Teachers receive training and coaching on both forms of internalization. For lesson internalization, teachers complete the student work of the lesson to produce and analyze exemplary responses; they then analyze their examples in collaboration with their coach to identify criteria for success and to predict errors and misconceptions. This practice prepares teachers to gather and respond to real-time, lesson-level data. Meanwhile, unit plan unpacking prepares teachers to make connections between individual lessons and long-term learning outcomes. The unit packing process requires teachers to create and analyze examples for summative unit assessments and then analyze their unit calendar to identify key inflection points and critical lessons in the arc of the unit plan. This unit planning work demands that teachers have extended thought-work time; thus, we have built in Friday Planning Days (as

described above) to provide teachers with time for unit-level intellectual preparation.

Observations, Feedback, and Coaching: Observation and feedback cycles are a key component of teacher support at BSTLA. While we strive to prepare BSTLA teachers as well as we possibly can during summer onboarding and ongoing professional development, we also know that if we want our teachers to be excellent practitioners, we must see them practice their craft, identify strengths and areas for growth, and provide feedback and coaching. Individualized teacher support via observation and feedback takes place weekly at BELIEVE. Each teacher has a dedicated coach who serves as the bridge between BSTLA's Classroom Culture and Rigor expectations and the individual teacher's strengths and needs as a practitioner. All of BSTLA's instructional coaches meet weekly to share data from their observations, analyze trends, and tailor weekly academic professional development sessions to grow teachers' practice; they then observe for evidence of implementation of professional development learnings in teachers' classrooms the following week. BELIEVE uses the Danielson Rubric to score teacher evaluations and for feedback.

Data Analysis: BSTLA academic leadership team members (Principal, Dean of Instruction, department chairs) will monitor student learning through weekly data meetings, quarterly unit assessment data, semesterly standardized assessment data, and Missouri's End of Course assessments (as applicable by course). Instructional coaches primarily focus on quarterly unit assessments as critical components of their teacher coaching; coaches review unit assessments and teacher exemplars prior to unit test administration so their familiarity with these assessments can inform their weekly observations and weekly formative assessment data review with teachers. After teachers administer their unit assessments, instructional coaches monitor the data and work alongside teachers to plan next steps for supporting students and planning future instruction. The academic leadership team also monitors beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) standardized assessments and uses the data to inform subsequent professional development sessions.

Personal & Professional Goal Setting and Monitoring: On a quarterly basis, BSTLA teachers will meet with the principal and their instructional coach to check in on their progress towards meeting their personal and professional goals. These goals are set during initial meetings at the beginning of each academic year and followed up on quarterly. Through many years of BELIEVE's founders working with novice teachers and through our experience at our Indianapolis campus, we have found that personal goal setting with teachers contributes to their success and retention. When the leadership team has genuine interest in teachers' personal goals and follows up at regular intervals, we can also troubleshoot and problem solve alongside teachers, supporting them to have their needs met and to re-energize. Many times we have used qualitative data from personal goal setting meetings to make adjustments to our teacher support strategy. We also use these quarterly meetings to set professional goals—all teachers have at least one course-based goal that varies only by course (e.g., "80%+ of students will grow 40 points or more on the Math section of the PSAT 8/9 from BOY to EOY), one professional-practice-based goal aligned to indicators from Missouri's formal teacher evaluation guides, and one individualized professional goal that the leadership team helps them to set based on their individual career goals.

Formal Teacher Evaluation: The Principal completes two formal evaluations annually. These are completed in Whetstone where teachers can view results, feedback, and next steps in real-time. Formal evaluations are discussed during teachers Q2 and Q4 meetings with their coach and Principal. For their first two years in the profession, new teachers will be evaluated using [Missouri's New Teacher Feedback Forms](#). Teachers in their third year and beyond will be evaluated via [Missouri's Growth Guide](#).

Instructional Priorities

At BSTLA, we focus on a few instructional priorities to make sure we are delivering on the promise of each of the pillars of our educational philosophy: agency, acceleration, autonomy, village, and exposure. The chart below identifies our key instructional priorities and explains why we devote our focus to these.

Key Action	Explanation
Double-block ELA and Math in grades 9 & 10	At BSTLA, students will spend two 50-minute blocks in English Language Arts instruction and two 50-minute blocks in math instruction daily. The central promise of our model is that students will be prepared for immediate entry into college or a high-wage, high-demand career upon graduation. For success in either of these endeavors, our students must have high-level proficiency in the three most basic, fundamental outcomes of education: reading, writing, and math. While we recognize that colleges and employers seek many other skill sets in addition to these, we know that our alumni will struggle to secure wealth-building employment if they have gaps in any of these three areas. By frontloading heavy instruction in these areas in the first two years of high school, we simultaneously accelerate students' education and create more room in their later high school years for continual development of their proficiency in these areas if needed.
Utilize Published, Highly-Rated Curricula for Core Subject Areas	For too long, many K-12 schools—and charter schools in particular—have made the harmful mistake of teaching content-free curriculum (Wexler, 2019) ¹⁶ , but for students to be prepared for the challenges of college and career, there is simply no replacement for knowledge. At our Indianapolis campus, we have prioritized knowledge by adopting published, highly-rated curricula for our core Math and English Language Arts Classes. This choice supports knowledge in a variety of ways: the Odell High

¹⁶ Wexler, N. (2019). *The Knowledge Gap: The Hidden Cause of America's Broken Education System—and How to Fix It*.

	<p>School Literacy Program has knowledge as one of its core design pillars, which means that all units are designed to develop depth of understanding of relevant topics. The Carnegie High School Math Solution program supports knowledge acquisition through its focus on conceptual understanding via collaborative discussion and writing. Lastly—and perhaps most importantly—we choose to implement published, highly-rated curricula because we aim to maximize our teachers’ effectiveness by limiting demands on their time. When teachers have a baseline high-quality curriculum from which to work, they can focus on unit and lesson internalization rather than creation. The provision of a baseline curriculum allows teachers to accelerate their success in the profession by narrowing their focus to internalization and execution.</p>
<p>Prioritize Dual Enrollment over Dual Credit</p>	<p>At our Indianapolis campus, we have seen the confidence and autonomy of our students skyrocketed as they succeed in the opportunity to leave their high school building and take classes on a community college campus. They gain a level of independence that would be difficult to replicate in a high school classroom, especially at a small high school. They learn that not all professors have the same expectations, and they must learn to identify these variations and adjust to them. They learn to interact academically with college-age and adult peers, and they learn what it means to manage their time without a bell schedule or the oversight that high school teachers provide when they see students daily. Dual enrollment supports acceleration, autonomy, and exposure for our students and will be a key priority at BSTLA.</p>
<p>Reading Across the Content Areas</p>	<p>At BSTLA, learning in all core courses (Math, ELA, Social Studies, and Science) is text-based. All of these courses demand reading proficiency. To support students in meeting this demand, we train teachers in the Reading Apprenticeship literacy framework so they can explicitly teach discipline-specific reading strategies and support students’ content knowledge acquisition as well as their metacognition as readers. Additionally, the Reading Apprenticeship literacy framework accounts for the social dimension of reading; as students engage in content area reading, they also engage in metacognitive conversation with peers, which reinforces the core understanding that reading is a meaning-making process, we all approach texts in different ways, and we can support each other in filling our reading strategy toolboxes and talking about our reading process with each other. In this way, Reading Apprenticeship supports the Village, Agency, and Autonomy facets of our model.</p>

Prioritize Research-Based Best Practices Over Singular Approaches to Learning

At BSTLA, we will not take a singular approach to instruction (e.g., all discussion based, all blended learning, all direct instruction) for several reasons. We believe in the social and the personal dimensions of learning; students need well-facilitated social meaning making opportunities as well as independent practice opportunities with frequent, timely feedback—to emphasize a single format, such as personalized online learning, would ignore that learning is both personal and social. All students benefit from learning in a variety of formats¹⁷ The nature of the skills and content to be learned should drive the selection of instructional methods¹⁸ Drawing upon a broad spectrum of research-based best practices guards against educational experimentation on our students and upholds our responsibility to act in our students’ best interest.

A.3 – Assessing Student Performance

BELIEVE’s Approach to Student Assessment

As required by the State of Missouri in statute [RSMo 150.518](#) and [RSMo 160.405.4.\(6\)\(a\)](#), BELIEVE will administer End-of-Course assessments for all students in Algebra I, Algebra II, Geometry, English I, English II, American Government, Biology, and Personal Finance.

In addition to End of Course Assessments, BSTLA will conduct additional assessments to gauge aptitude and progress, pursuant to [RSMo 160.405.4\(6\)\(a\)](#) and [RSMo 160.514](#) Upon entry, all students will complete a Lexile and quantile test. These scores, along with 8th grade report cards, will help determine course scheduling and placement for 9th grade. Students will complete these tests annually while at BSTLA to ensure growth and development is occurring in these areas. Lastly, BELIEVE will test 9th grade students on the PSAT 8/9, 10th grade students on the PSAT 10, and 11th grade students on the SAT. Although BELIEVE recognizes that city and state-wide, Missouri uses ACT as the baseline test, BELIEVE has selected to use SAT for several reasons:

- The city of St. Louis is not currently pushing city-wide data sharing. Currently, BELIEVE partners with large, competitive networks, like The Noble Network in Chicago, to compare data. BELIEVE will continue to do this with BELIEVE Circle City and The Noble Network as well as any STL schools that wish to participate. BELIEVE works with a Data Manager who will request and collect data from interested schools.

¹⁷ Saphier, Haley-Speca, & Gower, 2008

¹⁸ Ball, Thames, & Phelps, 2008

- BELIEVE will test 11th-grade students on the ACT and SAT. Since we want students to live choice filled lives and don't want to push students into a single standardized test as data shows students score differently depending on the test.
- Our courses are currently aligned with Common Core State Standards. We will combine these existing metrics with Missouri Learning Standards to ensure students are academically prepared for college and career; we are confident that this academic program will also prepare students to perform well on the SAT and ACT in their junior year.

Assessment Overview

Assessment	Grade Level	Course	Interval
EOC Assessment: Algebra I	9th	Algebra I	1 time (end of course)
EOC Assessment: Geometry*	10th	Geometry	1 time (end of course)
EOC Assessment: Algebra II*	11th	Algebra II	1 time (end of course)
EOC Assessment-English I*	9th	English I	1 time (end of course)
EOC Assessment-English II	9th	English II	1 time (end of course)
EOC American Government	11th	American Government	1 time (end of course)
American History	10th	American History	1 time (end of course)
EOC Biology	9th/10th	Biology	1 time (end of course)
Personal Finance*	10th/11th	Personal Finance	1 time (end of course)

WIDA	9th-12th	(Not Course Specific)	1 time per year
Houghton Mifflin Harcourt (HMH) Reading Inventory Benchmark Assessment	9th-12th	English Language Arts	3 times per year (August, December, May)
Edmentum Quantile Benchmark Assessment	9th-12th	Math	3 times per year (August, December, May)
PSAT 8/9, PSAT 10, SAT Assessments	9th-11th	Reading, Writing & Language, Math	3 times per year (August, December, May)
Math Unit Assessment	9th-11th	Algebra I, Geometry, Algebra II	~10 times per year (2-3 tests per quarter)
English Language Arts Section Diagnostics & Culminating Tasks (Unit Assessments)	9th-10th	English 1, English 2, English 3, English 4	Culminating Task: ~4 times per year (1 per quarter) Section Diagnostics: ~12 times per year (~3 per quarter)
Formative Assessments: Checks for Understanding, Exit Tickets	9th-12th	All Subjects	Daily
BASEline Social Emotional Learning Survey	9th-12th	Village	Quarterly

*Asterisk denotes optional End-of-Course Assessments

State Mandated Tests

In addition to administering required End-of-Course assessments, we will also administer non-required End-of-Course assessments. With agency as a core tenet of our educational philosophy, we embrace the philosophy of End-of-Course assessments; we believe that high-quality, comprehensive assessments hold teachers and students to a high bar

regarding learning outcomes. BSTLA's academic team will use data from these assessments to gauge teacher effectiveness and inform future instructional decisions for the respective courses.

Lexile Assessment

Students entering high school arrive with a wide range of reading proficiency levels, and our job is to support all students to proficiency by the end of high school. BSTLA's academic team will utilize Houghton Mifflin Harcourt (HMH) Lexile testing to assess reading levels for students entering high school and to ensure students are experiencing growth. These tests will be given three times per year, and students' schedules will be designed and/or adjusted based on their performance results from these tests.

Quantile Assessments Assessment

Likewise, students entering high school arrive with a wide range of math proficiency levels. BSTLA's academic team will utilize [Edmentum Quantile](#) testing to assess math levels for students entering high school and to ensure students are experiencing growth. These tests will be given three times per year, and students' schedules will be designed and/or adjusted based on their performance results from these tests.

SAT

BSTLA will utilize the SAT as the primary standardized assessment tool to measure students' growth and proficiency year-over-year throughout high school. Some may wonder why we have chosen the SAT when the ACT is a more commonly used assessment in Missouri. We have made this intentional choice for several reasons. Most importantly, we have a wealth of comparison data for the SAT, which will allow us to hold a high bar of performance for teachers and students. Our flagship campus in Indianapolis uses the SAT, so we have three years of pre-to-post comparison data. We have led the charge for data transparency locally in Indianapolis; as a result of our efforts and support from The Mind Trust, we have two years of citywide pre-to-post SAT data for Indianapolis. Since the SAT has been in use in Chicago for the past five years, we also have access to five years' worth of pre-to-post SAT data for Chicago. Given that Missouri requires neither the ACT nor the SAT as a state-mandated test, we have chosen to utilize the SAT because the wealth of comparison data will allow us to gauge our performance. Currently, there is no widely available ACT comparison data in Saint Louis or Missouri to which we can compare our students' performance. Additionally, we are confident that our SAT focus will not put our students at a disadvantage for college admissions—most colleges accept SAT and ACT for admission. We will, however, ensure that all of our juniors take the ACT every year; thus, our students will be positioned to decide which test scores they want to use for college applications. Overall, due to the absence of state-mandated nationally normed assessments in Saint Louis with pre-to-post data available for comparison, we feel strongly that the best way to assess performance will be to utilize the SAT as our primary standardized assessment tool for now.

BSTLA will utilize the SAT suite of assessments (PSAT 8/9, PSAT 10, and SAT) three times per year to monitor students' proficiency in Reading, Writing & Language, and Math. We have used this approach at our Indianapolis campus as a way of measuring student growth (and, by extension, teacher effectiveness) and as a way of gauging our scholars' proficiency in comparison to their peers nationwide. At our Indianapolis campus in August 2021, our ninth-grade scholars' mean composite score on the SAT was 721, and in May 2022 their mean score was 796—demonstrating an average growth of 75 points. Our ninth-grade scholars made their strongest growth in EBRW (evidence-based reading and writing), averaging 46 points of growth on the reading and writing sections of the SAT. Our tenth-grade scholars earned a mean composite score of 768 when they took the SAT in August 2021. When they took the SAT in May 2022, their mean score had risen to 830—demonstrating an average growth of 62 points. Our tenth-grade scholars made their largest gains in math, averaging 42 points of growth on the math sections of the SAT test. Overall, we are pleased with our scholars' growth, as it outpaces what CollegeBoard deems typical annual growth (CollegeBoard's grade-level SAT benchmarks indicate that ninth graders should typically grow 40 composite points in one year, and tenth graders should typically grow 50 composite points in one year). At BSTLA, we will continue to use standardized tests at key intervals to gauge students' growth and proficiency.

Quarterly Unit Assessments

While standardized assessments allow us to measure growth and proficiency, they do not capture the wide range of evidence we must see to gauge students' mastery of other important indicators of student learning, such as the Missouri Learning Standards (MLS), the Next Generation Science Standards, and AP course standards. To gather data on a broader range of student learning—and to more nimbly move the needle on student learning—teachers need a clear vision of exemplary learning outcomes. Unit assessments provide that for teachers. When teachers can anchor instruction in alignment with meaningful summative assessments that require students to engage in extended writing, presentation, teamwork, performance, etc., they can utilize formative assessments to consistently address errors and misconceptions so students learn and ultimately perform well on quarterly unit assessments. At BSTLA, these assessments will serve as quarterly gauges of student learning and teacher effectiveness.

Social-Emotional Learning Survey

The [BASEline](#) is a tool for measuring students' SEL growth. It is a full-scale research-validated screener comprising 41 questions, spanning four SEL domains. This powerful self-reporting measure is structured to help measure all five of CASEL's main competency groups. The results allow customized support for students' social-emotional needs. We understand that DESE is taking steps to incorporate SEL measurement in the new MSIP 6 framework and we will work to ensure that our SEL measurement processes align with those expectations.

Employability Standards: BELIEVE has established a foundation of Employability Standards that are

used to guide programming for students. These standards have been developed to support students exiting high school with the skills needed to be successful and thriving citizens. While Missouri does not have its own set of standards, BELIEVE will utilize the State of Indiana's while working with the Commission to determine any additional areas of focus. Scope and Sequence for Grades 9-10 and grades 11-12 can be viewed in Appendix A.3.1.

Data-Driven Decisions

At BELIEVE, data is at the forefront of all decision making. Historically, BELIEVE has devoted lots of time, talent, and financial resources to ensuring we are tracking data tightly at the school level but also across the city. We will carry these behaviors to St. Louis as we compare not only our network sites, but also regionally among other schools.

School Level Data

As outlined above, BSTLA will regularly gather data from multiple sources. We will use this data to inform school-level decisions, such as decisions about programming and schedules. We will use data from students' performance on Lexile and Quantile testing to determine which students should be scheduled in Math Lab and Developmental Reading. We will use data from beginning of year (BOY), middle of year (MOY), and end of year (EOY) PSAT and SAT testing to gauge the effectiveness of our academic program and make adjustments as needed. For example, at our Indianapolis campus, data from mid-year testing has informed instructional changes to support teachers who are struggling and to increase the impact of teachers who are performing well. We will also use schoolwide data points, such as attendance and GPA by village, as indicators of school health and the effectiveness of our academic program.

Grade/Cohort Level Data

BSTLA will primarily use four data points to evaluate progress of grade levels and cohorts of students. We will use Missouri's end-of-course assessments to evaluate mastery of course standards where EOC assessments are available, and we will use a suite of practice PSAT 8/9, PSAT 10, and SAT tests each year to measure percent of students making growth from beginning of year (BOY) to middle of year (MOY), MOY to end-of-year (EOY), and BOY to EOY. We will also use SAT data to evaluate our students' proficiency in comparison to nationwide data. We will also utilize Lexile testing and CaptiAssess testing as universal screening tools for reading, and we will use Edmentum's Quantile testing as our benchmark test for math. These assessments will allow us to measure the impact of staffing, curriculum, instructional, and scheduling decisions (inputs) at each grade level so we can continue doing what is working and adjust as needed.

Individual Student Data

BSTLA will utilize several individual student data points to evaluate the progress of individual students. Each semester, we will gauge students' performance by examining their credits earned toward the completion of their diploma. We will also gauge students' performance by their GPA, Lexile test, Quantile test, and pre-, mid-, and post scores on the

PSAT or SAT test for their grade level. This data will inform decision making, in conjunction with the student and their family, about the best short-term and long-term academic path for the student to follow.

To gauge the progress of our individual students who are multilingual learners, we will utilize WIDA data to gather information about their current proficiency levels. At our Indianapolis campus, over 25% of our students are multilingual learners, so we view WIDA data as an invaluable resource for understanding how to best support our multilingual learners in their acquisition of English. BSTLA teachers will review WIDA scores for their students and refer to can-do descriptors based on language proficiency levels to adjust instruction as needed to best support multilingual learners and provide sheltered instruction.

To evaluate the progress of our exceptional learners, we will refer to the same data points we refer to for all students (credits earned, GPA, benchmark tests), and we will also refer to the goals outlined in students' IEPs. Special educators at BSTLA will use all of these data points, in addition to the following: qualitative data from low-inference notes gathered via running record while observing students in multiple classroom settings, interviews with the student, interviews with the parent/guardian, review of past records, and quantitative data from testing. Special educators at BSTLA will use all of these data points to support our exceptional learners to access grade-level curriculum and instruction and thrive in school. We will use data points such as credits earned, grades, and benchmark test performance to gauge the extent to which our exceptional learners' needs are being met.

Promotion and Graduation

BELIEVE STL Academy has the following policy regarding standards for promoting students to the next grade:

- In order to be promoted to the next grade level or graduate, students must pass, and thus earn, the credits from all classes in which they are enrolled during the regular school day and school year. Students who fail a class will be required to enroll in a corresponding make-up class in order to be promoted to the next grade level or graduate.
- Students who do not meet all the requirements at least one week before the subsequent school year must make up the credit in the summer or the following school year. When documented accommodations are relevant (e.g. medical), promotion eligibility will be made on an individual basis.

The primary factor that would cause a student to be retained would be if a student fails two or more core courses and does not engage in credit recovery during summer academy. BELIEVE STL Academy will provide a number of academic supports to keep students on track and avoid failing

courses. BELIEVE STL Academy will also support students through the credit recovery process; the instance of a student being retained will be rare due to all of these supports.

Through our Beyond BELIEVE program, our Student Services teams will be able to effectively track students post high school. While we recognized MSIP 6 required follow up days is 180, our goal is to track no less than 2 years and up to 6 years. BELIEVE Schools, Inc. is currently codifying this program and will launch it in Summer 2023.

Data Reporting and Usage

BELIEVE will continue to utilize two tools for the housing and storage of student data. Currently, we utilize Alma for our Student Information System (SIS). This is where we track student records, transcripts, scheduling, medical records, and more. To supplement, we use SchoolRunner for grade books, grade reports, to track behavior and culture data, and more. SchoolRunner serves as the public data source for teachers, parents, and students. Parents and students are provided access to their accounts during summer orientation so they have on-demand access whenever they choose throughout the school year.

Reporting to Parents

BELIEVE hosts summer orientation sessions over the summer to provide families with information regarding data delivery and our approach to data. Parents and guardians will have the opportunity to see a sample report card so they understand what they should be looking for on the report. The BELIEVE team understands the importance and significance of the high school report card, leading to a transcript. With that, the BELIEVE team takes the time to review grading policies with families during orientation. A full breakdown of grading policies will also be accessible to families at all times via the Student and Family Handbook and online. Additionally, the site's leadership team will review the various touch points throughout the year where parents have face to face meetings with the students' Village leader and school administration called Purpose Pathways. An in-depth review of Purpose Pathway Meetings can be viewed Appendix A.3.2.

Report Cards

Student report cards will summarize student performance, progress and assessment at the end of each quarter. Semester report cards will be more comprehensive and include additional data around GPA, behavior reports, and more. BELIEVE report cards are intentionally crafted to provide the student and parent/guardian with as much information and feedback on their student as possible. Teachers are required to provide commentary for all students within their classes or Village. Comments are required to be in-depth and speak to the child's growth, development, and performance during the time frame. Report cards will be distributed four times during the school year. Report cards are previewed at

the end of each quarter during the purpose pathway meeting. This provides an opportunity for parents and/or students to ask questions, raise concerns, and work with teachers to implement plans for the next quarter. Annual end of year report cards will be provided to students and families in alignment to [RSMo 160.405.4.\(6\)\(a\)](#) and [RSMo 160.518](#).

Weekly grades will be accessible to scholars and families through our online student information system (SIS). Parents and scholars will be supported and encouraged to regularly track grades in their courses.

Grades

Letter Grade	Percent	GPA	Letter Grade	Percent	GPA
A+	97-100	4.3	C	73-76	2.0
A	93-96	4.0	C-	70-72	1.7
A-	90-92	3.7	D+	67-69	1.3
B+	87-89	3.3	D	63-66	1.01
B	83-86	3.0	D-	60-62	0.7
B-	80-82	2.7	F	0-59	0.0
C+	77-79	2.3			

Honors classes are awarded a 0.5 GPA point bonus, and Advanced Placement/Dual Enrollment/Dual Credit classes are awarded a 1.0 GPA point bonus when calculating weighted grade point averages. Pass/fail classes are credit bearing; however, they do not factor into grade point averages. Pass/fail requirements are determined by campus. Full credit classes have twice the impact on GPA calculations than half credit classes.

Semester grades are calculated in the following way:

Semester 1			Semester 2		
Quarter 1 Grade	Quarter 2 Grade	Final Exam	Quarter 3 Grade	Quarter 4 Grade	Final Exam
45% ↓	45% ↓	10% ↓	45% ↓	45% ↓	10% ↓
Overall Semester 1 Grade			Overall Semester 2 Grade		

Annual Report

As required by DESE, BELIEVE will utilize the Annual Report for performance reporting

and metrics. Student Achievement data will be reviewed and broken down annually to clearly identify academic performance of students by sub-groups (*i.e: ethnicity, socioeconomic status, gender, grade, english-language learner, special education student etc*).

A.4 - School Calendar & Daily Schedule

BELIEVE STL Academy was created keeping in mind the demands, needs, and workloads of both students and staff members. Our calendar is designed to adapt to the needs and desires of the modern world. BELIEVE STL Academy will operate on a mid-August to early-June time frame. This allows for periodic breaks throughout the school year and a two month summer break. To eliminate the “summer slide” and to provide students with a safe environment over the summer, BELIEVE operates a 3-4 week long summer school program which provides students the opportunity to remediate, accelerate, or make up credits for a course if necessary.


As is true at our Indianapolis campus, BELIEVE operates on quarters. Each quarter is ten weeks long. As part of our EVP, all BELIEVE staff, teachers, and students have access to “strategic breaks.” We’ve intentionally designed our calendar so that all members of the BELIEVE community have *at least* one break or Self-Care opportunity each quarter. As indicated in our academic calendar, these breaks can be a 3-day weekend or one of the standard seasonal/holiday breaks. We’ve found this to be very beneficial for our staff—allowing for them to have to take care of themselves, rest, make appointments, or travel. We’ve found that through this schedule employees take less days off, miss work less, and are present for our students more. In addition, at the end of each quarter, teachers are provided a Data and Gradebook day. This day serves as a time for teachers to ensure their gradebook is accurate, up-to-date and allows time for report card completion. During these days, Leadership team members create intentional and targeted programming for students. Programming includes digital portfolio work time, career panels, social justice and advocacy sessions, or social emotional wellness sessions like mindfulness, yoga, and more. Data and Gradebook Days also provide teachers time to collaborate with their teams and coaches to reflect and strengthen lessons for the next quarter or semester.

On a weekly basis, the BELIEVE schedule varies from most high schools. BELIEVE operates on a Monday-Friday schedule with Monday-Thursday being strictly academic days where a majority of the students’ day is focused on academic-facing courses while still including Village twice a day. Fridays, at BELIEVE, are known as Freedom Fridays. These days are structured to include non-academic classes while including credit-bearing programming like personal finance, practice and fine arts, college and career readiness, and more. Additionally, on Fridays, BELIEVE dismisses at 2PM allowing for weekly 2-hour blocks of professional development with teachers. As previously mentioned, one Friday a month, teachers have early release, where they leave at 2PM with students.

Breakdown of Academic Calendar Each school day runs from 8:00am-3:30pm and in total, students receive 175 days or 1,225 hours (excluding daily lunch break) of regular and extended instruction each school year which is in accordance with [RSMo 160.041](#) and [RSMo 171.031](#). This statute requires LEAs to provide a minimum of 1,044 hours of instruction each school year. BELIEVE has identified 6 makeup days, totaling 42 hours, in case of missed school days due to inclement weather per [RSMo 171.031](#). Six makeup days will be included in the school calendar and marked distinctly once the calendar is finalized. A proposed School Calendar can be found in Appendix A.4.1.

The regular school year is divided into four quarters consisting of two semesters. Parents receive weekly grade reports from their students' Village leader while also receiving a quarterly report card during their child's Purpose Pathway Meeting. During this meeting, the Village leader does a thorough review of the report card and helps plan, strategize, and set goals for the next quarter. At the end of each semester, a more comprehensive report card is mailed home or given to parents during Purpose Pathway Meeting, that reflects the entire school year, behavioral reports, and other documentation to support their child's Pathway. This includes but is not limited to: Dual Enrollment grade reports, portfolio review and progress updates, review of IEP or ILP, and Behavior records.


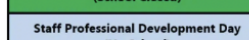
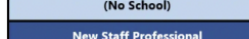
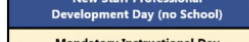
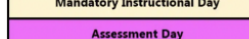
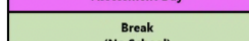
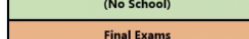
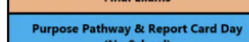



A copy of the 22-23 BELIEVE Circle City Academic Calendar can be found below. BELIEVE STL Academy Academic calendar will mirror the layout of this while being aligned to Missouri state requirements and regulations.


BELIEVE HIGH SCHOOL **CIRCLE CITY** | **2022-23 Academic Calendar**

June 2022							July 2022							August 2022							September 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4							1	2	3	4	5	6						1	2	3	
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
							31																				

October 2022							November 2022							December 2022							January 2023						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1			1	2	3	4	5				1	2	3		1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30	31				
30	31																										

February 2023							March 2023							April 2023							May 2023						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1							1							1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
														30													

KEY	
	Holiday (School Closed)
	Staff Professional Development Day (No School)
	New Staff Professional Development Day (no School)
	Mandatory Instructional Day
	Assessment Day
	Break (No School)
	Final Exams
	Purpose Pathway & Report Card Day (No School)
	Early Dismissal Day
	E-Learning Day For Students in Grades 9 & 12
	E-Learning Day For Students in Grades 9, 10, & 12

Semester 1 August 3 – December 20				Semester 2 January 6 – May 25			
Quarter 1 Aug 3 – Oct 7		Quarter 2 Oct 10 – Dec 20		Quarter 3 Jan 6 – Mar 10		Quarter 4 Mar 20 – May 25	
August – 20 days		September – 21 days		January – 17 days		February – 19 days	
October – 19 days		November – 17 days		March – 18 days		April – 18 days	
December – 14 days		SEMESTER 1 TOTAL = 91 days		May – 18 days		SEMESTER 2 TOTAL = 90 days	

Benefits of BELIEVE Calendar

Our academic calendar has been carefully crafted and adjusted over the first two years in operation. We collected feedback from parents, students, and staff members each year which was taken into account and implemented into the calendar. With that, we'll be operating on a similar schedule while following Missouri State guidelines. Upon the first year of operation, we will survey and request feedback from families when crafting the calendar for year two.

- **Benefits for Teachers:** The academic calendar was designed with teachers at the forefront. Our schedule allows for teachers to maintain work life balance. Every month, staff and students have (at a minimum) a three-day weekend. Our teachers work extremely hard to ensure our students are prepared and successful. This allows them some type of break every month to recharge and relax. Additionally, we've structured our calendar so that students are released at 2PM every Friday with teachers leaving at 2PM one Friday per month. Additionally, our calendar is structured so teachers have one Friday off per quarter for planning purposes. A sample of this can be found below.

Semester 2 Friday Planning Day Rotation

Date	Programming	Teacher Out	Coverage
1/13	9th Grade – NCAA Hall of Champions 11th/12th Grade JA Finance Park	Teacher 1, Teacher 2	Teacher 1 → Teacher 11 Teacher 2 → Admin 1
1/20	11/12 College Visit (Purdue)	Teacher 3, Teacher 4	Teacher 3 → Teacher 2/Admin 1 Teacher 4 → Teacher 14
1/27	11/12 College Visit (Central State)	Teacher 5, Teacher 6	Teacher 5 → Teacher 8 Teacher 6 → Admin 3
2/3	9th College Visit (IUPUI); 11/12 College Visit (Franklin College)	Teacher 7, Teacher 8, Teacher 9	Teacher 7 → Teacher 9 Teacher 8 → Teacher 5 Teacher 9 → Admin 2
2/10	10th Grade College Visit (Anderson University)	Teacher 10, Teacher 11, Teacher 12	Teacher 10 → Teacher 13 Teacher 11 → Teacher 1 Teacher 12 → In-House Sub 1
2/17	Career: Healthcare	Teacher 13, Teacher 14, Teacher 15	Teacher 13 → Teacher 10 Teacher 14 → Teacher 4 Teacher 15 → In-House Sub 1
2/24	Mastery Manager PD		
3/3	All Grades Off Campus (Children's Museum, Courthouse, ISU)	Teacher 5, Teacher 9, Teacher 3	Teacher 5 → Teacher 2 Teacher 9 → Admin 2 Teacher 3 → Admin 1
3/10	Whole School Service		
3/17	Spring Break		
3/24	9th US District Courthouse	Teacher 1, Teacher 2,	Teacher 1 → Teacher 11

		Teacher 6	Teacher 2 → Admin 1 Teacher 6 → In-House Sub 1
3/31	Upperclassmen Trip / 9th & 10th Brickyard Crossing		
4/7	No School		
4/14	9th Grade Job Shadowing	Teacher 11, Teacher 13	Teacher 11 → Teacher 1 Teacher 13 → Teacher 10
4/21	4/21 - Community Service	Teacher 8, Teacher 15, Teacher 10, Teacher 14	Teacher 8 → Teacher 5 Teacher 15 → In-House Sub 1 Teacher 10 → Teacher 13 Teacher 14 → Teacher 4
4/28	Sophomore College Trip		
5/5	9th Grade UIndy College Trip	Teacher 7, Teacher 12, Teacher 4	Teacher 7 → Admin 2/Teacher 9 Teacher 12 → In-House Sub 1 Teacher 4 → Admin 1
5/12	Freshman Camping Trip		
5/19	Capstone Presentations		

Daily Schedule: Key Components

Daily ELA Instruction

At BELIEVE, all students will partake in double blocked ELA and Math courses. It's imperative that students have the ability to read no matter their future pathway. Reading, comprehension, and writing are the foundation for everyone. Without these standard skills and abilities, we recognize that life will be increasingly difficult.

ELA @ BELIEVE	
Class	Components
English 1 (9th Grade) (50 minutes)	<ul style="list-style-type: none"> Guided study of complex literary and nonfiction texts Reading Apprenticeship¹⁹ Speaking, listening, discussion Writing and grammar
English 2 (9th Grade) (50 minutes)	<ul style="list-style-type: none"> Guided study of complex literary and nonfiction texts Reading Apprenticeship Speaking, listening, discussion Writing and grammar

¹⁹ Schoenbach, R., Greenleaf, C., and Murphy, L. (2012). *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. San Francisco, CA: Jossey-Bass.

English 3 (10th Grade) (50 minutes)	<ul style="list-style-type: none"> • Guided study of complex literary and nonfiction texts • Reading Apprenticeship²⁰ • Speaking, listening, discussion • Writing and grammar
English 4 (10th Grade) (50 minutes)	<ul style="list-style-type: none"> • Guided study of complex literary and nonfiction texts • Reading Apprenticeship²¹ • Speaking, listening, discussion • Writing and grammar
World History (9th Grade) (50 minutes)	<ul style="list-style-type: none"> • Guided study of complex primary source texts • Reading Apprenticeship • Writing • Real World/Historical Texts
American History (10th Grade) (50 minutes)	<ul style="list-style-type: none"> • Guided study of complex primary source texts • Reading Apprenticeship • Writing • Real World/Historical Texts
Reading Foundations (50 minutes)	<ul style="list-style-type: none"> • Leveled-reading • Remediation of word recognition and reading comprehension • Read aloud and fluency practice

Daily Math Instruction

As stated, all students will take double blocked math courses which support remediation for any gaps that need to be filled or for acceleration for students who are on grade level and ready to advance. BELIEVE recognizes the importance and need for students to have standard levels of math competency no matter their post-high school plans. Whether they want to enter the early career path or early college, there are skill assessments and exams that require, at minimum, basic math and algebra skills. By double blocking math, students have the opportunity to interact and familiarize themselves with math more frequently preparing them for the future.

Math @ BELIEVE

²⁰ Schoenbach, R., Greenleaf, C., and Murphy, L. (2012). *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. San Francisco, CA: Jossey-Bass.

²¹ Schoenbach, R., Greenleaf, C., and Murphy, L. (2012). *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. San Francisco, CA: Jossey-Bass.

Math (Algebra I, Algebra II, Geometry): 50 minutes	<ul style="list-style-type: none"> • Students enrolled in state required courses that also align to the early college model • Classes may occur at BELIEVE or at one of our early college partners depending on level and aptitude of the student.
Math Lab or Accelerated Course: 50 minutes	<ul style="list-style-type: none"> • Opportunity for students to practice foundational skills and build confidence with math • Opportunity for students to receive individualized supports for specific skill gaps • Opportunity for students to accelerate and take an additional course or college course if they have the data to show

Daily Schedule

BELIEVE's school day will be from 8:00am to 3:35 pm with breakfast starting at 7:30 am Monday through Friday. Office hours are offered Monday-Thursday from 3:35 pm-4:45 pm. All BELIEVE teachers are required to hold office hours at least one day per week. Since we double block ELA and math, students spend more time practicing skills that matter most—reading, writing, and practicing math.

Daily Instructional Minutes

	Average Daily Instructional Minutes	Total Instructional Minutes per Week
English Language Arts	100	400
Mathematics	100	400
Science	50	200
Social Studies, Humanities	100	400
Personal Finance, Practical Arts (<i>Once per week</i>)	120 (<i>Friday only</i>)	120

BELIEVE Daily Bell Schedule

The proposed daily schedule can be viewed below. This schedule includes the

Monday-Friday bell times versus the alternative schedule followed on Fridays for Freedom Friday.

Sample Bell Schedule	
8:00-8:15	Village
Period 1: 8:20-9:10	Period #1
Period 2: 9:14-10:04	Period #2
Period 3: 10:10-11:00	Period #3
Period 4: 11:04-11:54	Period #4
11:55-12:25	Village
12:26-12:56	Lunch B
Period 5: 12:57-1:47	Period #5
Period 6: 1:51-2:41	Period #6
Period 7: 2:45-3:35	Period #7
3:35	Dismissal
3:35-4:30	Office Hours

Daily Schedule for Staff

The schedule below is an example of a BELIEVE teachers' daily schedule. It's imperative that we provide teachers adequate time to plan, internalize, and reflect on their courses, students, and grade student work. With that, all BELIEVE teachers receive two 50 minute prep periods daily. With this time, we've found teachers to be more prepared for their classes, gradebooks are kept updated, and our school culture is more calm. When teachers feel supported and aren't required to do all grading and planning outside of school hours, they are going to perform better which ultimately supports our students' learning and performance. A full Proposed Daily School Schedule can be found in Appendix A.4.2.

Sample Schedule for a BSTLA Humanities Teacher						
	Mon	Tues	Wed	Thurs	Friday Schedule	Fri

Village	10th Grade Village (15 mins)	10th Grade Village (15 mins)	10th Grade Village (15 mins)	10th Grade Village (15 mins)	Whole School Announcements (30 mins)	10th Grade Village / Whole School Announcements
1st Period	American Literature	American Literature	American Literature	American Literature	A Block: Arts Block	Academic Professional Development (90 mins)
2nd Period	Prep Period: Analyzing Data/Grading	Prep Period: Observation Feedback & Looking at Student Work (LASW) w/ Instructional Coach	Prep Period: Analyzing Data/Grading	Prep Period: Analyzing Data/Grading		
3rd Period	Prep Period: Planning for Instruction	Prep Period: Planning for Instruction	Prep Period: Planning for Instruction	Prep Period: Planning for Instruction	B Block: BELIEVE Block	10th Grade Village
4th Period	American Literature	American Literature	American Literature	American Literature		
Lunch/Village	10th Grade Village	10th Grade Village	10th Grade Village	10th Grade Village	C Block: College, Career, & Community	10th Grade Village
Lunch/Village	Lunch	Lunch	Lunch	Lunch		
5th Period	American Literature	American Literature	American Literature	American Literature	Student Dismissal 2:30pm	Staff Meeting / Village Planning
6th Period	American Literature	American Literature	American Literature	American Literature		
7th Period	Reading Group	Reading Group	Reading Group	Reading Group		

Day in the Life

At BELIEVE, there is a standard bell schedule. However, every student's day may look different depending on their Purpose Pathway Plan. A student may spend a portion of their day at St. Louis University or Harris Stowe in dual enrollment courses or at St. Louis Community College for early career programs. Additionally, a student may leave school on Friday mornings for fine arts programming and classes. A sample "Day in the Life":

Gabby is a freshman at BELIEVE STL Academy. She lives in St. Louis and she has a complicated history with school. She lives with her mom and two sisters, and it takes her 31 minutes to get to school each morning.

Gabby usually arrives at school around 7:35 AM so that she can grab breakfast and talk to her best friend before school starts. She has a few classes with her friend, but her friend stays later than Gabby because she struggles academically. Gabby loves listening to the old school music that plays in the multi-purpose room during breakfast. Around 8:00 AM, Gabby goes to sit with her Village Leader, Ms. Jones, who is taking morning attendance. The music ends and the morning announcements begin. Each day of the week it's something new. It's Monday, so it's Meditation Monday. Justin Bieber's "Born to Be Somebody" plays promptly at 8:05 AM, and everyone closes their eyes and thinks about the lyrics and the possibilities of life. This always gives Gabby clarity and sets her day up for success.

At 8:15 AM Gabby heads to her locker and her first period class, which starts at 8:20 AM. Gabby's first class is Honors Algebra I Math, and it is a bit of a challenge for her. She is motivated by seeing her mastery

tracker displayed in her classroom. The second period of the day is Composition. She enjoys the peer editing, and the quiet time to focus with music playing (she has earned music privileges through the Level Up System). It's almost lunch time, and she only has one more class to go. Pre-AP Biology is one of her favorite classes. She is working hard for the opportunity to sit for the AP BIO test in the Spring. Only the strongest students get the opportunity, and Gabby has been going to office hours every Wednesday for an hour to Accelerate into the select group.

Lunch time! Gabby heads straight to the Student Lounge. She brought a K-Cup to make hot tea, and a package of noodles. She loves that she earned the Open Lunch option, and can go to the Lounge at lunch. The last 10 minutes of the lunch period Gabby hops on the treadmill. She has been taught the importance of physical movement and wants to get her blood flowing for the end of the day. Gabby finishes lunch and heads to her last few classes. She has US History and Freshman Literature. Both classes are easy for her because she is a strong reader. In US History they are taking Cornell Notes in a lecture style class. However, her last class is very different. They use the Harkness Model, and it is discussion based. They read text and then discuss the main idea and author's intent before asking each other critical questions. She loves how the class is run. The teacher is just the facilitator; BSA students push each others' thinking. Gabby has a perfect end to her academic day. Gabby's end of day is spent in Village. She loves Ms. Jones, she loves her Village sisters, and she loves hearing all the crazy things that happen in the lives of her group. Each day is structured differently. Some days the topics are based on career exploration, and some days they talk about current events and how it affects their lives. Today's topic is about the medical field. Ms. Jones is sharing 10 different careers in medicine, how much they make, what they do everyday, and the demand for the role.

Gabby was excited to learn more about the different career options in the medical field. Next month, Gabby is able to select her job shadowing opportunity for Freedom Friday and now has a better idea of where and who she wants to shadow! Gabby finishes her day around 3:30 P.M., and decides to stay after school for office hours to get extra assistance in Pre-AP Bio with her classmates. Gabby is excited to share with her classmates that she completed the Knowledge Assessment at St. Louis University and will start taking her first college class next semester. Gabby begins to look through prerequisite options presented to her via email from her Dean of College and Career. After Gabby finishes her research and studying for Pre-AP Bio, Gabby packs up and heads to the Metro with friends from her neighborhood. They hop on the bus, and are home by 5:00PM. Gabby has a ton of homework and reading to do. She reminds her mom that her Exploration Meeting is coming up and she starts to share all the things she wants to do. Gabby plans to stay focused and leave BSA with an Associate's Degree or more! Gabby is excited to start dual enrollment next semester because this means she'll have more freedoms at school and open campus!

A.5 Target Population

The ideal location for BELIEVE STL Academy (BSTLA) will be in the central corridor so it is convenient for families across the city. Equally important, is BELIEVE's proximity to SLU, HSSU, and STLCC as our programming and student schedules will align heavily with these partners. It's imperative that we are close to partners so students have access to their campuses and resources. It's our goal to be easily accessible for students in both North, West, and South St. Louis. Transportation or accessibility should not be a barrier for families seeking a high quality college and career focused high school. We anticipate our population to be dispersed across the following zip codes: 63118, 63104, 63108, 63106, 63109, 63107, and 63139. BSTLA will be a school of choice for families throughout the City - similar to SLPS magnet schools - and does not intend to be a "neighborhood school". BSTLA will be located in an eligible district pursuant with [RSMo 160.400.2](#). BSTLA plans to serve students who historically have not had access to the rigor, programming, and

support that their counterparts in more affluent districts or neighborhoods traditionally have. Through partnerships with higher education institutions, students will have exposure to post-high school programming, which can help make the transition to college and career smoother and more successful. BELIEVE STL Academy plans to launch in the Fall of 2024 with 125 9th grade students and slow-grow into a 9-12 high school by year four, ultimately serving 400-430 students.

According to the [U.S. Census Bureau](#), in 2021, there were 10,792 students in grades 9-12 within the city of St. Louis, MO. Of this population, ~95% are people of color. With Free and Reduced Lunch data from surrounding districts and schools, we anticipate approximately 100% of our population to qualify for FRL.

Projected Enrollment

BELIEVE will open in the fall of 2024, serving 9th grade only. By year 4, BELIEVE will be a robust 4-year high school serving roughly 400-430 students. In Year 1, BELIEVE will aim to enroll roughly 100-125 9th grade students. As in Indianapolis, BELIEVE St. Louis Academy aims to be a slow-grow school. Culture and community foundations are more successful and strong when the school starts out small. This initial number of students allows us to implement and fund our programming. Following year 1, BELIEVE will enroll 75-100 9th grade students as students matriculate through. The 27-28 school year will be BSTLAs first year as a full-grown school serving 9th-12th grade.

Admission Policy & Student Attrition

Student attrition is normal and to be expected. With that, BELIEVE proactively plans for students to move out of the community or transfer to other schools. If a student does leave mid-year, BELIEVE will replace the student with a student on the waitlist in grade 9 and 10. Due to the structure of our model, BELIEVE will not enroll students mid-year in grades 11 and 12. BELIEVE does not plan to enroll students in 11th and 12th grade at the start of the school year as it will be difficult for the student to align to our course sequences.

With student movement being frequent, BELIEVE will participate in the lottery process which can be viewed in Section B.5. If more students enroll at the start of the school year than there are seats available, then we will conduct a lottery where random names will be selected through a fair system, as further described in Section B.5.

For enrollment, it's our goal that 80% of students who are enrolled on October 1st are enrolled with us the following October 1st. This data will be tightly tracked through our SIS provider and in partnership with a Data Manager through [EdOps](#). *Families that relocate or move out of the City of St. Louis will be excluded from the percentage.*

We feel this goal is obtainable as BELIEVE Indianapolis experienced an 85% attrition rate in year 1, and 78% in year 2. During year 2, following COVID, we experienced a large number of students who wished to remain in virtual learning who then transferred or families that decided or were forced to move and relocate.

Diversity is Part of Our Ideation

St. Louis is an extremely diverse and racially segregated city. St. Louis ranks among the most segregated cities in the United States, according to [USA Today's July 2019 ranking](#). We recognize that this is reflected, too, at the high school level where we see affluent high schools outperforming most city schools. **We exist to change that.** Due to the history of slaveholding, St. Louis is still severely racially divided. For the majority of the 20th century, St. Louis experienced segregated housing inequities and an overwhelming sense of distrust and interaction among races, according to [EdPost](#).

As St. Louis natives, where they attended Vashon High School and Rosati-Kain high School, our Executive Director and Principal Resident are eager to be home in their city to help change the narrative and landscape for black, brown, and underserved youth. In order to serve a diverse student population effectively and equitably, BELIEVE recognizes that all students must see themselves reflected in their teachers and staff members in the building. As outlined in [The power of a black teacher](#) a study found that black and white students had significantly higher achievement when their instructor was of the same race. However, white students are far more likely to experience instructors that look like them creating more favorable outcomes for white students²².

With that, as at BELIEVE Circle City High School in Indianapolis, BELIEVE STL Academy will make the commitment that at least 80% of the staff reflects the students served. BELIEVE STL anticipates serving a community of roughly 50% black, 30% latinx, 10% asian, 10% white, mixed-race, or other. Additionally, we expect approximately 80%-90% of students to qualify for FRL(Free-Reduced Lunch).

St. Louis City Demographics

According to the [U.S. Census Bureau](#), in 2021, there were 10,792 students in grades 9-12 within the city of St. Louis, MO. Of this population, ~95% are people of color. With Free and Reduced Lunch data from surrounding districts and schools, we anticipate approximately 80%-90% of our population to qualify for FRL²³.

St. Louis City Demographic Data by Race	
Demographic	Percent
Black	43.97%
White	47.40%

²² Hobbs, Michael. "Edge: The Power of a Black Teacher." *Edge: Carolina Education Review*, 2020. UNC School of Education, [https://ed.unc.edu/2020/09/08/the-power-of-a-black-teacher/#::~:~:text=One%20study%20found%20Black%20and,benefit%20\(Dee%2C%202004\)](https://ed.unc.edu/2020/09/08/the-power-of-a-black-teacher/#::~:~:text=One%20study%20found%20Black%20and,benefit%20(Dee%2C%202004))

²³ United States Census Bureau. "Census.gov," <https://www.census.gov/>. Accessed 2023.

Asian	3.69%
Hispanic	4.51%
Two or More Races	3.04%

While data reflects a roughly 50/50 split among Black and White residents, this is not what is reflected in schools. 80% of students enrolled in the city's district and charter schools are Black which equals twice the amount of black individuals in city limits, according to [researchgate.net](https://www.researchgate.net). For additional context, [DESE](#) reported in 2018 that 79.8% of students enrolled identified as Black, while only 13% were white. This suggests that white families are choosing to send their kids out of the district or to a private school.

Target Population & Community Demographics

BELIEVE plans to be geographically located to serve families and students. The chart below indicates the diversity of this area.

Zip Code	Total Population	Black Population	White Population	Total Poverty Rate	Median Household Income
63110	16,992 ²⁴	25.92%	65.08%	10.1%	\$62,732 (5.2% below 10k/month)
63108	19,842 ²⁵	23.43%	52.5%	23.7%	\$51,092 (14.4% below 10k/month)
63112	18,068 ²⁶	63.25%	27.0%	22.0%	\$41,806 (15.6% below 10k/month)

High Schools in Target Zip Code

According to [ThinkHealthSTL](https://www.thinkhealthstl.org/), there are approximately 3,672 children aged 10-17 in our target zip codes. The chart below shows a breakdown of the student population by zip code.

Zip Code	Reported # of Kids Age 10-14	Reported # of Kids Age 15-17	Reported # of Kids Age 18-20
63110	786	490	782

²⁴ <https://www.city-data.com/zips/63110.html>

²⁵ <https://www.thinkhealthstl.org/?module=demographicdata&controller=index&action=index&id=24300§ionId=935>

²⁶ <https://www.city-data.com/zips/63112.html>

63108	475	442	1,696
63112	919	560	585
Total	2180	1492	3,063

While also looking at relevant census data, it was important for the BELIEVE team to look at current enrollment at high schools within the same zip codes or boundaries. The chart below outlines enrollment at neighboring schools.

School Name	Zip Code	2021-2022 Enrollment	2020-2021 Enrollment	2021-2022 FRL %
KIPP St. Louis High School	63103	559	509	100%
Gateway Science High School	63109	356	325	48.2%

Target Population: Meeting the Needs

BELIEVE's mission, curriculum, teaching methods, services, and programming were carefully crafted and designed to meet the needs of the students we serve in both Indianapolis and St. Louis. With the goal of developing students into independent and influential citizens within their local and global communities, BELIEVE has intentionally designed supports and programming that meet the needs of our families and students.

Curriculum Design & Selection

BELIEVE chooses and selects curriculum that is aligned to the Missouri Learning Standards and with BELIEVE's overarching mission and vision for student learning. BELIEVE puts an emphasis on the following learning strategies:

- Double Blocked ELA + Math
 - Our double-blocked ELA sequence in 9th and 10th grade supports students by accelerating their completion of high school course credit requirements as well as remediating any learning gaps from students' K-8 instruction, and creating more flexibility for career certification courses. More information about the double blocked ELA + Math can be found in Section A.4 - *School Calendar & Daily Schedule*.
- Gifted & Talented/Accelerated Track
 - We recognize that while some students enter high school with significant learning gaps, others enter high school ready for greater challenges and having already earned some high school math credit. We support students who are ready for advanced learning by adjusting their schedules to enroll them in dual enrollment courses and higher level high school math courses as early as ninth grade. While many large high schools offer accelerated

paths for gifted and talented students, BSTLA will benefit our community by providing a gifted and talented option within the attentive and close-knit setting of a small school.

- Montessori Principles
 - In the Montessori model, the child directs their own learning pathway. BSTLA mirrors this in the Villages model that each student is a part of from the time they enroll at BSTLA. The various ways that the Villages model supports individualized and student-directed learning can be found in *A.2 - Curriculum & Instruction*.
- Data Informed Instruction
 - *A.3 - Assessing Student Performance* details the ways data will inform decision making at BSTLA so that the needs of students are held paramount. Beyond using data to track student learning and inform curriculum and instruction, students will be empowered to use data to inform their own learning pathways.
- Individualized Learning Pathways
 - Within a school community, the learning needs are as many and varied as the students. Although we believe that all students should have access to instruction that is informed by the principles of Universal Design for Learning (UDL), we also believe that all students should have access to high school learning pathways that best meet their individual needs and goals. At our Indianapolis campus, we take a student-centered approach to scheduling, in alignment with our “Child-Centered” school value. Each students’ schedule is made by hand, and is informed by both qualitative and quantitative data. This process, while potentially deemed inefficient, is how BSTLA fulfills its promise of individualized learning pathways for each student.

Expectations and Culture

BELIEVE’s culture system is unique and truly one of a kind. As it was created and developed by the founding team and refined over the first two years of operation, expectation and culture systems are designed specifically for the students that we serve. Mirroring the standard corporate ladder, the Level Up System (LUS), was designed to provide students with real-world expectations and practices so they are prepared for life after college. The LUS was crafted to help students develop autonomy and agency so they can be self-sufficient, starters, and critical thinkers. This system, or the privileges accessed through it, are common in affluent neighborhoods and districts; however, not in black and brown communities. **BELIEVE is changing that.**

Village Model

The Village Model is the first Tier 1 step to proactively approaching potential culture issues. As a BELIEVE student, students are placed into a Village with 10-15 other same-grade students who together for all four years of high school. The Village serves as a family, at school. They keep students accountable, provide support when needed, and are opportunities to meet friends in high school. Through the Village program, students have

the opportunity to build a tight knit relationship with their Village Leader and peers so they have someone to lean on throughout the year. Additionally, the Village Leader helps provide weekly support and check-ins with the student to eliminate any potential issues—missing working, absences, poor grades etc.

Social Emotional Learning

In order to be whole, contributing members of society, it's imperative that students are prepared and supported holistically. With that, BELIEVE is proud to offer a variety of social emotional learning services and supports for students and staff, for free. Students have access to free therapy and counseling services at BELIEVE and/or free life coaching through OpenSeat. We've found that these efforts lead to a more calm, peaceful, and safe environment for students so they can focus on the things that matter most— education and relationships with friends, classmates, and teachers while preparing for their future.

Investing in Staff and Teachers

Without strong and experienced educators, our school model would not be possible. The quality of teachers is one of the most important components to a successful school. BELIEVE Circle City has experienced this with a 100% retention rate of staff from year 1 to year 2 and 89% returning from year 2 to year 3. To support teachers, BELIEVE offers a variety of intentional programming and services:

- Competitive Benefits Packages
- Strategic Monthly Vacations
- Early dismissal one Friday a month
- Quarterly Data Days
- Robust and Weekly Professional Development

College, Community, and Career Programming

A central piece to our model, College, Community, and Career has its own block every week. Through partnerships with local colleges and universities, BELIEVE will offer early college and career programming to its students through various partners. Fridays at BELIEVE are known as Freedom Friday. Fridays are broken into three blocks:

- **A Block:** A Block is the time for students to complete courses in practical and fine arts, PE/Health, Personal Finance and more. Courses during this time are required as part of the Missouri Learning Plan and are from 8am-10am every Friday.
- **B Block:** B Block is a one hour block of time every Friday for students to engage in social emotional learning activities, personal growth projects, and future planning. During this time students work on self-identification activities, digital portfolios, and college and career research.
- **C Block:** C Block is a two hour block every Friday where students participate in activities related to College, Community, and Career. Activities include: career panels, college tours, community service projects, job shadowing, and more.

Freedom Fridays are an integral part of our model as they expose students to programming

and opportunities that are otherwise unavailable or inaccessible. These programs and opportunities further set students up for a successful transition to college and career.

Family-First Design

The BELIEVE team understands the importance of having a strong relationship between school, parent/family, and student. All stakeholders must be aligned and working towards the same goal in order for the student to be successful and supported. With this in mind, we created the Village model that serves as the family-like system at school for students. They are paired with a group of same gender students and a Village leader who they spend all four years of high school with. This group of students operates as a unit and meets twice per day. They are able to support each other, help with homework, study for exams, or serve as accountability buddies. With the Village model, our Purpose Pathway program was created. Purpose Pathway meetings happen 2-4 times per year depending on the students' progress. During these meetings the Village leader, parent/guardian, and student meet to review the quarter, behavior records, set goals, and discuss other important issues or barriers the student might be facing at home or school. We've found that these systems help families feel informed and that someone is looking out for their student at school with our overall parent satisfaction score as a 2.73 out of 3.0.

High Risk Student Populations

As defined in [RSMo 160.405](#), a "high risk" student as follows: "A student is one who is at least one year behind in satisfactory completion of course work or obtaining high school credits for graduation, has dropped out of school, is at risk of dropping out of school, needs drug and alcohol treatment, has severe behavioral problems, has been suspended from school three or more times, has a history of severe truancy, is a pregnant or parenting teen, has been referred for enrollment by the judicial system, is exiting incarceration, is a refugee, is homeless or has been homeless sometime within the preceding six months, has been referred by an area school district for enrollment in an alternative program, or qualifies as high risk under department of elementary and secondary education guidelines."

During the enrollment process, BELIEVE provides the opportunity for families to identify and disclose any pertinent information. This information is sometimes also identified when the school collects the students' previous records and transcripts from their previous school or during the purpose pathway meeting. It is required that a full transcript, grade report, behavior report, and medical records are received by BELIEVE from the receiving school before the student starts classes. When information is identified, the proper school based personnel are identified to ensure the students' file is updated and that they are receiving adequate and proper services. Additionally, all students will partake in initial screeners through [OpenSeat](#), where licensed Life Coaches conduct intensive interviews. If the coach feels the student could potentially be "at-risk" or benefit from additional services, they have the ability to recommend the student for additional counseling and therapy services. At BELIEVE, we meet the needs of "high risk" students in the following

ways:

Services

Alongside strong academic support, BELIEVE's afterschool programs and extracurricular offerings provide at-risk students the opportunity to find joy, safety, and purpose in their free time. While "high risk" students typically face more barriers, challenges, and stress than most students, it's important for these students to find a balance and escape between some of the stressors, challenges and academics. Through intentional planning, "at-risk" students have the opportunity to participate in a club or activity once per week during 7th period. Additionally, BELIEVE plans to offer a variety of sports and clubs depending on student interest and involvement. These will serve as safe and consistent outlets for students to be involved with that keep them engaged and in-school.

Additionally, if the "high risk" student is classified as Title I, they will have access to our robust Title I service offerings. Like at BELIEVE Circle City High School, BELIEVE STL Academy will offer a Title I Resource space for students to request necessary learning materials, supplies, books, hygiene products, uniform pieces etc. While "at risk" students face so many challenges and barriers, access to necessary resources and supplies should not be part of the stress. The Dean of Operations (DOO) serves as the Title I coordinator ensuring only Title I students have access to these resources and are tracked accordingly.

If it is identified that a student is struggling, they may be assigned office hours after school where they can meet with a teacher and a group of students for support. If a student requires more one-on-one assistance, they can request tutoring sessions from their teachers or BELIEVE identifies student ambassadors at the beginning of the second semester each year. These students can also get volunteer hours by supporting their peers with assignments.

At BELIEVE, mental health services, counseling and other support are part of our standard programming and support for all students, especially students who are at-risk. These services are imperative to support students who have experienced trauma or impacting situations at home that might make school more difficult. Additionally, these services provide an outlet for students to share positive experiences or new changes in their lives.

Homelessness or Migrancy

Additionally, BELIEVE will enact policies to assure full compliance with McKinney-Vento Homeless Assistance Act made applicable under [RSMo 167.020.1](#) and the Missouri State Plan for Homeless Children and Youth. As in Indianapolis, the DOO, will serve as the McKinney-Vento Liaison who is responsible for tracking and coordinating efforts on behalf of students and families. BELIEVE Schools, Inc also has a McKinney-Vento guidebook that ensures compliance at all levels throughout the school year. This handbook will be implemented at BELIEVE STL Academy. The guidebook can be found in Appendix A.4.3.

A.6 - Special Student Populations

Commitment to Learners

BELIEVE Schools is deeply committed to meeting the needs of diverse learners so that all students are set up for success in their post secondary endeavors and beyond. At BELIEVE we know that all students are capable of success academically, socially, and emotionally when provided with appropriate support. Our academic and cultural programming is designed to meet the needs of all students from all backgrounds including students with disabilities, multilingual learners, gifted and talented students, and students who may have previously struggled to achieve academic success in their K-8 experiences. At BELIEVE, our priority is to provide a free and appropriate public education to all students who enter our doors. Our low teacher to student ratio will allow individualized instruction and support for students to meet the challenge of our academically rigorous content and provide adequate social support for students to feel seen, heard, and valued. BELIEVE is committed to serving diverse learners in the least restrictive environment, suitable to their specific needs. Special education services will be provided to identified students in accordance with state and federal law and BELIEVE has systems in place to support the identification of students with disabilities at the high school level.

Multi-tiered System of Supports (MTSS) + Response to Interventions (RTI)

MTSS is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the 23 achievement and behavioral needs of all learners. It is a framework designed to ensure high-quality instruction. The MTSS framework aligns to the Missouri Continuous School Improvement Process. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

BELIEVE Schools, MTSS (Multi-tiered System of Supports) Process <i>Each RTI Team will maintain a google doc of all of its students in the MTSS process. Teachers will use a google form to document strategies used with students. They will also maintain a portfolio of student work to demonstrate student progress.</i>	
Steps	Supports
Tier 1 All students receive high-quality, scientifically based instruction differentiated to meet their needs and are assessed periodically to identify gifted and struggling learners who need additional support.	<ul style="list-style-type: none"> • RTI Team Support (general education teacher, social worker, special educator, transition specialist, family) • Research-based curricula • Instruction in the general education classroom • 500 minutes of ELA • 225 minutes of Math • 225 minutes of STEM • Reteach weekly • Monitoring and charting of student progress.

	<ul style="list-style-type: none"> • Diagnostic, interim, curricula, portfolio and summative assessments
<p>Tier 2</p> <p>Tier 2 consists of academic interventions, small group instruction, and other supports that are aligned to the core curriculum. It is designed to help students who need support in addition to the instruction/intervention they receive in Tier 1.</p>	<ul style="list-style-type: none"> • RTI Team Support (academic counselor, social worker, special educator, transition specialist, family) • Research-based curricula • Instruction in the general education classroom • 500 minutes of ELA • 225 minutes of Math • 225 minutes of STEM • Reteach weekly • Targeted interventions • Small groups are provided with an increased level of intensity with classroom teachers weekly. • Monitoring and charting of student progress. • Diagnostic, interim, curricula, and summative assessments • If the student meets the expectations of Tier 2, the classroom teachers will continue paying close attention to the student's progress to make sure that the gains are maintained and progress remains steady. • When a student is not successful at the Tier 2 level of intervention, the teacher meets with the RTI Team and parents to decide what is best for the student and to plan next steps. • Depending on the student, the Tier 2 level of intervention and support will be adjusted for: change in small group session length, frequency of small group sessions, group size, or type of curriculum.
<p>Tier 3</p> <p>Tier 3 is a more targeted intervention administered by a special educator guided by individualized and recursive data. This is provided to students who need intensive and deeply individualized help in addition to Tier 1 and Tier 2 support.</p>	<ul style="list-style-type: none"> • RTI Team Support (academic counselor, social worker, special educator, transition specialist, family) • Research-based curricula • Instruction in the general education classroom • 500 minutes of ELA • 225 minutes of Math • 225 minutes of STEM • Reteach weekly • Monitoring and charting of student progress to help the teachers decide if changes in instruction are needed. • Progress monitoring tells us if the student is meeting his or her established goal. • School staff will have a chart of progress up-to-date and close-at-hand. • Diagnostic, interim, curricula, and summative

	<p>assessments</p> <ul style="list-style-type: none"> • Individualized Interventions • Small groups are provided with an increased level of intensity with special educators typically working with only a small group of three to five students. • The length of each instructional session may be increased at this level. • Increased frequency of sessions with special educator • When the student is successful at Tier 3, RTI Team members, parents, and the student will decide the best way to maintain success: to continue the intense instruction or to have the child receive other interventions. • Individual student instruction plan • If students are not successful in Tier 3, information about a student's response to instruction and progress during each instructional level will be helpful in the process of determining whether the student has a learning disability along with testing.
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Students with Disabilities

BELIEVE is dedicated to providing all students with a high-quality education. It is the responsibility of the Principal and Special Education Coordinator to ensure that Title II of the Americans with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA) of 2004, Section 504 of the Rehabilitation Act of 1973, Education for All Handicapped Students Act of 1975 and all special education statutes outlined in [RSMo 160.405.1\(16\)](#) and [RSMo 162.670-995](#) will be followed with fidelity. It is imperative that the Special Education team and school leaders adhere to state and federal compliance mandates. The Special Education team, in conjunction with school leaders, will be charged with guaranteeing all relevant prior records are received and that move-in and annual case conference reviews are held in accordance with the timeline outlined in the Missouri State Plan for Special Education, Part B . Section 504 Plans and IEPs of newly enrolled scholars will be

examined to determine what services the scholars require, and to create a plan of action for BELIEVE to meet these needs. If additional resources are needed beyond those that BELIEVE currently offers, BELIEVE will seek outside providers to ensure the school can provide the full continuum of services needed.

The school will educate students with disabilities in the least restrictive environment, with their non-special education peers, to the extent appropriate and allowed by each student's IEP. Specifically, BELIEVE will:

- Develop an Acceleration Team from the time of opening, including a special Education Coordinator (who will coordinate all annual reviews for each student's IEP and ensure that parents are regularly informed of their child's progress) and

certified special education teachers, as well as consult with speech and language therapists, occupational therapists, psychologists, social workers, and counselors who can be contracted on an as-needed basis.

- Use the MTSS process to ascertain early identification of students to effectively address their needs. Students are identified based on diagnostic assessments at the beginning of the year, interim assessments throughout the year, content area unit summative assessments, or low performance on summative assessments. Teachers may additionally identify a student based on classroom performance and/or parent report. Teachers, along with Acceleration Team Members, will develop individual intervention plans that, along with students' IEPs, ensure that students are on track to achieve at or above grade level and to meet or exceed the school's accountability goals.
- Provide rigorous training and coaching to ensure general classroom teachers are knowledgeable about the needs of students with disabilities, are informed of their responsibilities for particular students, receive the support they may require to implement a student's program, and implement any necessary modifications or accommodations in their classes. Weekly data meetings with instructional coaches and special education coaches will allow faculty to look specifically at student data and effectively develop targeted intervention plans.
- Provide space and develop a schedule that allows students to receive needed services outside of the classroom while minimizing disruption to their regular instruction.
- Inform parents/guardians of their child's progress on a regular basis through telephone calls, notes home, personal visits, and meetings, as well as a written report at least four times annually.
- Make every effort to obtain students' previous school records within a reasonable timeframe. All special education records and files will be maintained in the Lumen Touch's Bright SPED portal for IEPs. Using this secure system will allow for quicker access to student records, collaboration with the entire case conference team and current updates on pertinent information and legislation, and monitoring of records and IEPs by school staff and contracted consultants to ensure compliance and progress for all students receiving special education services.
- Review IEPs and Section 504 Plans of incoming students upon enrollment with the goal of determining what services can reasonably be provided using school resources and what will need to be provided via contract with an external provider. The special education coordinator will hold a move-in case conference within 10 school days, which will include the special education coordinator, parents/guardians, general education teacher, and the Principal.
- Closely monitor assessment data, Milestone Tracker, and grades to inform the Purpose Plan and ensure all students are able to realize their goals.

To meet the needs of our students with IEPs, we will have a Special Education Coordinator who will provide professional resources and development to all teachers to ensure we are

meeting the needs of those students who have IEPs as well as those who are struggling to meet growth goals.

BELIEVE desires to support a full spectrum of services to meet the needs of its scholars and recognizes that there are providers that offer areas of specialty. BELIEVE will contract out for several services such as Speech and Language and Occupational Therapy. We plan to partner with [Miriam School and Learning Center](#). We are in the early stages of conversations as we prepare for our student population. These outside services will be overseen by the Principal and the Special Education Coordinator. Special education staff will be expected to monitor and adhere to all respective timelines outlined in Missouri IEPs and communicate weekly with the administrative team to ensure progress is being made on all educational goals.

BELIEVE will employ a full-time social worker. In order to meet the evolving social and emotional needs of our students, we feel it is necessary to have a full-time team member to work with our students in this capacity. This role will also provide an extra expert to support our students as an Acceleration Team Member while also serving as an extra layer of home-school support.

BELIEVE will also provide a space for needed services outside of the classroom. BELIEVE anticipates that scholars with disabilities will need to be supported by the special education staff through both inclusion and resource services; however, the goal is to ensure scholars receive instruction in the least restrictive environment for the maximum period of time as determined by their IEPs.

Due to the fact that general education teachers will share common planning time with special education staff members (embedded in the weekly schedule), special education teachers will be available to support the general education teacher in regard to planning, data analysis, and providing the necessary accommodations and modifications required to address the needs of each individual scholar. Quarterly, along with the report card, the Teacher of Record (TOR) will also be required to send home Progress Monitoring Data. The Acceleration Team will also be required to collaborate with the Academic Counselor to ensure proper testing and instructional accommodations are given and followed with fidelity.

English Learners

Due to the target population, BELIEVE anticipates that language barriers will exist for some students and families who enroll at BSTLA. BELIEVE firmly believes that language should not be a barrier for accessing any of our services/experiences. There is also a strong and welcomed possibility that we will attract other cultures, ethnicities, and races. At BSTLA, English Language Learners will be identified through a DESE approved Language Use

Survey (LUS) which will be included in their incoming enrollment paperwork²⁷. This survey includes three tiers of questions meant to understand more about the student's linguistic and educational background.

Every student identified as a potential EL by the LUS will be screened within the first 30 calendar days after enrollment. BSTLA will use WIDA's Online Screener for students in 9th grade through 12th grade. All screeners will be administered by a trained employee. The screener will produce a series of scores by domain and an overall English language proficiency (ELP) score.

Eligibility Criteria for ELD Services

Grade Level	The Student IS ELIGIBLE for ELD Services if they:	The Student is NOT ELIGIBLE for Services if they:
9th Grade through 12th Grade	Has an overall composite proficiency level of 4.5 or below	Has an overall composite proficiency level of 5.0 or higher.

If the student is eligible, the student will be placed in BELIEVE's Language Instruction Program and the parents or guardians will be notified in a language they can understand. BELIEVE will use DESE's recommended notification form. There are occasions where parents may opt-out or reuse the services provided by BELIEVE. Once returned, the notification form will be kept in the student's permanent file. In addition, BELIEVE will accurately code the students in the Missouri Student Information System (MOSIS).

If the student qualifies for services, the ESL Coordinator will work with a team (general education teacher and family) to create an Individual Learning Plan to provide the support needed. The ESL Coordinator will have access to ongoing professional development to ensure we are meeting the needs of our students. It will be expected that the ESL coordinator facilitates regular professional development for teachers to encourage best practices. BSTLA will also provide translators for all family meetings to ensure that the family is fully capable of being involved in determining the support that will be provided to their child. The family will be provided with a report, in their native language, once it is finalized. Individualized Learning Plans will include instruction in the following areas: reading, writing, comprehension, listening, and speaking and will be aligned to Missouri Learning Standards. This instruction may be delivered using scaffolds (translated classwork, teacher provided notes, translated audio books, etc.) or by small group pull out. The ESL coordinator will also facilitate any necessary testing accommodations.

²⁷ English Language Development | Missouri Department of Elementary and Secondary Education. "Missouri Department of Elementary and Secondary Education, <https://dese.mo.gov/college-career-readiness/curriculum/english-language-development>. Accessed 2023.

BELIEVE will follow guidance from DESE, outlined in the chart below, when considering reclassification.

Access Scores	BELIEVE Action
4.7-6.0	The student must be exited barring additional evidence suggesting the student should remain in the Language Instruction Program.
Below 4.7	The student must remain in the Language Instruction Program barring additional evidence that the student is capable of fully participating in a classroom where English is the sole language of instruction.

BELIEVE will monitor EL students who have been exited from the Language Instruction Program for two years and document their progress. They do not receive accommodations, modifications or alternative assessments, and do not take the ACCESS for ELs.

Gifted & Talented Students

At BSTLA, gifted and talented students will flourish. Section [162.675, RSMo](#), defines gifted children as “those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.” Academically gifted students will have the opportunity to progress through the academic trajectory at an accelerated rate to the average general education student. In addition, students who score well above grade level and earn a 3.5 GPA or higher in the first semester of their 9th grade year will be allowed to enroll in a dual enrollment course during the second semester of their 9th grade year or summer following 9th grade (at no expense to the family). BSTLA’s model is designed to serve students at all levels. Students who enter BSTLA that have not been previously identified as gifted but are above grade level based on MAP Reading and MAP Math results will be enrolled in Honors Algebra or Geometry for Honors English I for ELA. Additionally, these students will be screened and evaluated pursuant to DESE’s Gifted Program Guidelines.

A.7 - School-Specific Goals and Objectives

At BELIEVE Schools, Inc, we operate with the idea that all students are deserving of a safe, nurturing, and joy-filled learning environment. It is our mission to ensure that every student has access to early college and career readiness to ultimately achieve future independence and success. Through our model and programming, students will develop agency,

autonomy, and acceleration in order to achieve this. However, the journey to achieving this looks different for every student. All students hold different strengths and weaknesses and require unique, individualized approaches to help them in achieving greatness.

As outlined in section A. 1 - Mission, Vision, Philosophy, & Goals, we BELIEVE in providing an enriching, safe, and rigorous learning environment for all students. In order to achieve the results through expectations we set, it's imperative that all students, staff, parents, and community members are aligned on our Educational Philosophy. In order to achieve these goals, we recognize the hard-work, dedication, and commitment it requires of our students and staff. In order for a student to be prepared and successful in the 21st century, a BELIEVE graduate will reflect the following qualities:

- Independent
- Informed and Influential Citizens
- Academically Prepared
- Financially Literate
- Healthy and Whole

In order to achieve our academic goals, BELIEVE must be a well-rounded, safe, and joy-filled community. With that, our goals were crafted to create whole-school greatness. Students and staff cannot achieve academically without adequate support—strong student attendance, family and community engagement, culturally-relevant curriculum and programming, and operational and financial excellence.

The chart below outlines BELIEVE's goals that will be guiding principles as we prepare for launch.

School Specific Goals & Measures for Success

Goal 1: By year two Students will achieve 3 points of pre-to-post growth on the Explore (*9th grade*), 3 points of pre-to-post growth on the Plan (*10th grade*), and 3 points of pre-to-post growth on the ACT (*11th grade*).

Goal 2: 85% of students enrolled at BELIEVE STL Academy for a three consecutive year period will complete 90% Missouri's 24-credit diploma and [one special endorsement](#) by the end of junior year.

Goal 3: 85% of students enrolled in an early college or career program by the beginning of their senior year.

Goal 4: By the end of year 4, at least 35% of founding BSTLA students will achieve a rating of proficient or advanced on their EOC assessments for ELA, with <5% of students scoring below

basic. By the end of year 4, at least 50% of founding BSTLA students will achieve a rating of basic, proficient, or advanced on their EOC assessments for Math.

Goal 5: For the first three years, BELIEVE STL Academy will maintain at least a 90% ADA.

Goal 6: 80% Teachers achieve a rating of “Proficient” or higher on the Charlotte Danielson Teacher Evaluation Rubric at the end of each school year.

Goal 7: 85% of Parents and guardians are “satisfied or highly satisfied” with school culture, academics, and leadership through the POSSIP and Kelvin Survey during each academic school year.

Goal 8: Each year, for the first four years, 80% of students enrolled at BELIEVE STL Academy will return for the following school year.

Goal 9: Within the first three years, BELIEVE STL Academy will demonstrate strong fiscal management by maintaining 60 days unrestricted cash on hand through the first three years.

Goal 10: For each year of operation, 90% of board members will attend 90% of the scheduled board meetings.

Academic Goals

This section outlines the Academic Performance Goals set by the Founding BELIEVE STL Academy Team, pursuant to [RSMo 160.405.1.\(7\)](#) To measure academic success, BELIEVE STL Academy, will assess students on the following:

Goal 1: Each year, BSTLA students will average at least 50 points pre-to-post growth on the PSAT 8/9 (9th grade), PSAT 10 (10th grade), and SAT (11th grade).

Assessment Tool: The Pre-ACT assessments: Explore, Plan and ACT.

Rationale: In order for students to be college-ready, they must improve their ACT scores year over year in order to be eligible for highly selective universities.

Goal 2: 85% of students enrolled at BELIEVE STL Academy for a three consecutive year period will complete 90% Missouri's 24-credit diploma and [one special endorsement](#) by the end of junior year.

Assessment Tool: Will be measured and tracked via Student Information System and through our Dean of Early College and Career team.

Rationale: To live out our model, it's important that students are on track to complete their Missouri 24-credit diploma with special endorsement before they start their senior year.

Goal 3: 85% of students enrolled in an early college or career program by the beginning of their senior year.

Assessment Tool: Will be measured and tracked via Student Information System and through our Dean of Early College and Career team.

Rationale: To live out our model, it's important that students are engaging with rigor and challenging coursework to prepare them for life after high school.

Goal 4: By the end of year 4, at least 35% of founding BSTLA students will achieve a rating of proficient or advanced on their EOC assessments for ELA, with <5% of students scoring below basic. By the end of year 4, at least 50% of founding BSTLA students will achieve a rating of basic, proficient, or advanced on their EOC assessments for Math.

Assessment Tool: Missouri Assessment Program (MAP)

Rationale: The state of Missouri assesses student proficiency based on the MAP. BELIEVE has set performance standards that are rigorous but realistic.

School Culture and Environment Goals

Goal 5: For the first three years, BELIEVE STL Academy will maintain at least a 90% Average Daily Attendance (ADA).

Assessment Tool: Missouri Assessment Program (MAP)

Rationale: Daily attendance and reports to DESE (pursuant to [RSMo 160.415](#)) will use ADA calculation tracked in the student information system (SIS). While not tied to BELIEVE's attendance goal, the school will also report data on the number of students who qualify for FRL, who receive Special Education Services and who are identified as English Language Learners to DESE, as required by [RSMo 160.415](#).

Goal 6: 80% Teachers achieve a rating of "Proficient" or higher on the Charlotte Danielson Teacher Evaluation Rubric at the end of each school year.

Assessment Tool: "Charlotte Danielson Teacher Evaluation Rubric. Teacher scores will be stored on Whetstone, part of SchoolMint"

Rationale: Schools are most powerful and effective, when teachers are strong. In order to achieve academic goals, teachers must be licensed, effective, and consistent.

Goal 7: 85% of Parents and guardians are "satisfied or highly satisfied" with school culture, academics, and leadership through the POSSIP and Kelvin Survey during each academic school year.

Assessment Tool: POSSIP and Kelvin Survey Systems

Rationale: The BELIEVE team feels that it's imperative to receive feedback from parents, who are our most important stakeholders. To measure parent satisfaction and overall happiness, we aim to receive 85% of parents/guardians "satisfied or highly satisfied" with all questions as part of POSSIP and Kelvin Surveys.

Goal 8: Each year, for the first four years, 80% of students enrolled at BELIEVE STL Academy will return for the following school year.

Assessment Tool: Student Enrollment Data/ SIS

Rationale: In order to create a community where students want to come to school every day, they must feel loved, safe, and supported. Student retention data signifies the success and strength of the school's culture.

Financial and Governance Goals

Goal 9: Within the first three years, BELIEVE STL Academy will demonstrate strong fiscal management by maintaining 60 days unrestricted cash on hand through the first three years and receive clean financial audits annually.

Assessment Tool: Annual Secretary of the Board Report

Rationale: The amount of cash on hand determines if a school can pay expenses on time or make payroll. The [National Resource Center on Charter School Finance & Governance](#) recommends schools have 30-60 days of unrestricted cash on hand.

Goal 10: For each year of operation, 90% of board members will attend 90% of the scheduled board

meetings.

Assessment Tool: Board on Track

Rationale: Having an active and engaged board is important to the BELIEVE Network Team. In order for that to be true, BELIEVE board members must be present for meetings.

A.8 - School Climate and Culture

BELIEVE School Climate: In Spirit, Ethos, & Norms

BELIEVE was created with equity at the forefront, and the school's policies on student culture are shared in alignment with [RSMo 160.405.1.\(12\)](#). Without equitable systems, planning, framing, and academics— we cannot live out our divine mission of ensuring all students leave BELIEVE independent and informed citizens within their community. BELIEVE students will be model citizens in our school, our community, and our world. Students will engage with a series of innovative activities, courses, and texts that will allow them to evolve into the best version of themselves. By enrolling students from all over St. Louis City, we will be charged with setting high expectations, providing a system of accountability, and nurturing our students to develop the skills to be conscious and contributing members of society.

Our students should embody self-respect, self-regulation, and be self-starters. We expect BELIEVE students to be exceptional and represent themselves, their school, and their community well in all settings. We plan to do this by creating a micro-society environment that is governed by a student tribunal council, restorative practices, real-life consequences, and practical behavioral expectations. In addition, the BELIEVE experience will be infused with love and support from a nurturing staff. We plan to grow our students by providing bounded autonomy. All students will start their high school career with a structured accountability system. However, once students demonstrate and develop requisite skills, they will slowly be released to a more autonomous structure. BELIEVE will develop and use a Milestone Tracker to assess the mindsets and behaviors that research has deemed crucial to success in life. With clear and high expectations, it's been proven students will rise quickly and be afforded all the same privileges of their more affluent counterparts.

BELIEVE will share with parents and students a high level overview of the model during student orientation over the summer. We've found it's important for both students and parents to have equal buy-in and understanding of the system. Our plan is based on models with years of implementation that have allowed students the freedom to leave campus, explore their community, and manage a college-like schedule during their high school years. Prestigious schools like the University of Chicago Lab School, where our former President Barack Obama's children attended, have these structures built in so that students develop the maturity, responsibility, and focus needed to be successful in life. This school boasts over a 1400 mean composite on the SAT, a score that is in line with other independent schools that ¹⁴ utilize similar structures (Attachment 9). Historically, these models haven't been designed to serve underserved and underrepresented black and brown

students, but we believe that all students should have access to this type of environment. The BELIEVE Schools, Inc autonomy structure is the first of its kind in St. Louis, but we hope that it will not be the last as we continue to grow and expand.

We also aim to develop students who are creative and critical thinkers, lifelong learners, culturally competent citizens, well-rounded individuals, and collaborative team players. We believe that educators must explicitly teach social-emotional and 21st century skills to our students and give them opportunities to practice these skills. We also know the value that educators play in our students' trajectory, and believe that educators need to continually develop so they can better support our students. Most importantly, we feel that learning should be fun, and we seek to instill a true love of learning in each of our students that will last well beyond their elementary and high school years.

These beliefs led us to redefine what school culture and discipline systems look like. BELIEVE crafted its own and has successfully launched and implemented the systems at BELIEVE Circle City High School in Indianapolis.

Village Model

Each staff member will be responsible for 10-15 students in a group called Village. The Village will serve as the home-school liaison. The dynamics of the Village will be a family-like atmosphere that will provide a support system for BELIEVE students. This group will share goals (academic and personal), serve as accountability partners, and tutor each other when needed. The curriculum during this time will focus on identity, community, college, and career exploration. The group will bond during an initial camping trip, which will include a variety of team-building activities. During the year, they will actively participate in community service, engage in physical fitness activities, and take career exploration trips on Fridays. This group will meet daily, and will be a key factor in the student experience at BELIEVE STL Academy.

BELIEVE students will be expected to reach certain milestones regularly in order to increase their levels of autonomy. These milestones will be clearly defined at the beginning of every year through Exploration Plan Meetings, Vision Planning, and Purpose Path Meetings. We expect parents to support and engage in the process of reviewing milestones to support their students' progress. As students progress through the Milestone Tracker they will be allowed more freedom during the day and in their Friday afternoon scheduling. This increased autonomy will be approved by all stakeholders, and clear expectations will be set in order to retain it. Each milestone will comprise smaller skills that should be developed throughout each quarter.

BELIEVE Milestone Tracker

Collaboration				
Date	Standard	Emerging	Approaching	Mastery
	9-10.SE.3: Able to listen to others' ideas and respect different ways of being and doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.SE.5: Able to show care for people like them and people different from them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.SE.7: Able to approach conflict in collaborative manner and work toward solutions using a strength based lens that respects individual or cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aptitude Awareness				
Date	Standard	Emerging	Approaching	Mastery
	9-10.M.1: Seek and participate in challenging learning activities related to career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.LS.4: Demonstrate how to conduct a job search utilizing current search engines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regulation				
Date	Standard	Emerging	Approaching	Mastery
	9-10.WE.1: Demonstrate control over self while considering the future impact of choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self Discipline				
Date	Standard	Emerging	Approaching	Mastery
	9-10.WE.1: Demonstrate control over self while considering the future impact of choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.SE.7: Able to approach conflict in collaborative manner and work toward solutions using a strength based lens that respects individual or cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Integrity				
Date	Standard	Emerging	Approaching	Mastery
	9-10.SE.1: Develop awareness of personal safety skills and the consequences of irresponsible behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.WE.6: Apply ethical decision making skills to establish and maintain responsible personal and professional relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attention to Detail				
Date	Standard	Emerging	Approaching	Mastery
	9-10.LS.9: Complete activities and assignments thoroughly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Initiative				
Date	Standard	Emerging	Approaching	Mastery
	9-10.WE.2: Complete tasks or activities with minimal prompting and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.WE.3: Utilize self-efficacy to plan and achieve goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.SE.2: Come to class prepared to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptability				
Date	Standard	Emerging	Approaching	Mastery
	9-10.M.2: Able to view feedback as data that helps the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.M.3: Demonstrate awareness of strengths and weaknesses while accepting constructive criticism from others to improve results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.WE.5: Able to exercise flexibility in responding to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Time Management & Organization				
Date	Standard	Emerging	Approaching	Mastery
	9-10.WE.1: Demonstrate control over self while considering the future impact of choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.WE.2: Complete tasks or activities with minimal prompting and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.WE.3: Utilize self-efficacy to plan and achieve goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9-10.WE.4: Demonstrate organizational skills while completing project based learning experiences and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BELIEVE Code of Ethics

BELIEVE's Code of Ethics is posted in every classroom and open space in our buildings. It's important for all BELIEVE Community members to know, abide, and live out our core values. Core Values are shared with staff at the kick-off of every summer PD. Without staff buy-in, understanding, and expectation setting, it's impossible to implement with students. Our Core Values guide every decision made on behalf of BELIEVE. In support, during all team and staff meetings, our Core Values provide a frame of reference to ensure our thinking, and perspective are aligned with our mission and goal as a collective.



Philosophy on Student Behavior and Level Up System

In order to be independent and contributing members of society, students must be taught standard societal and behavioral norms. With that, we cannot expect students to be policed or treated without autonomy and personal decision making. After many years in networks that contributed to the school to prison pipeline, BELIEVE Founders decided to create their own Culture System called the Level Up System (LUS). The LUS will be broken down into Tiers and be developmentally and culturally appropriate for our students. The Tiers will be leveled every year students are with us based on a gradual release of autonomy and responsibility. Students will need to demonstrate mastery of mindsets and behaviors in the same way that they will have to master academic standards. The LUS will include soft skills that have been identified for our students to be successful in life. BSTLA students will be expected to reach certain Milestones regularly in order to increase their levels of autonomy. These Milestones will be clearly defined at the beginning of every year through Purpose Pathway Plan Meetings and Vision Planning. We expect parents and guardians to support and engage in the process of reviewing Milestones to support their students' progress. As students progress through the Milestone Tracker they will be allowed more freedom during the day and in their Friday afternoon scheduling. This increased autonomy will be approved by all stakeholders, and clear expectations will be set in order to retain it. Each Milestone will comprise smaller skills that should be developed throughout the quarter. These skills will add up to the Milestone and the increased autonomy that accompanies it. Students with disabilities who initially struggle with mastering all skills outlined within the Level Up System will be provided with custom goals outlined in their IEPs towards mastery of their milestones. When necessary, customized behavior plans will

be created to adjust the Level Up System to the specific needs of a student. More information about the Level Up System can be found in Appendix A.8.1.

BSTLA will have a clear set of expectations and norms in the school. Our system will be based on dynamics similar to those present in a code of conduct. We will not follow a traditional discipline system. Our goal is to develop autonomous young adults that have agency in their life outcomes. BSTLA will develop these skills by setting high expectations and holding students accountable to meeting their goals. Parents will be intimately involved in the development of their student's plan, and they will have 24-hour access to their academic and behavioral performance via SchoolRunner. They will also be notified weekly of student progress and quarterly during in-person meetings.

STUDENT SKILLS DEVELOPMENT				
Level	Objective	Key Expectations	Milestone Tracker	Implications
Tier 1	Expectation setting to build Agency	<ul style="list-style-type: none"> • Calm classrooms • Quiet hallways • Positive flex spaces (including lunch) • Soft skill development 	Weekly points calculation	In-school access (Privileges)
Tier 2	Community Development needed for Agency	<ul style="list-style-type: none"> • Soft skill mastery • Evolved social skills • Co-created norms/expectations 	Average monthly points calculation	In-school & out-of-school access (privileges)
Tier 3	Full Agency	<ul style="list-style-type: none"> • Students are self-governed by societal norms 	No calculations	Open Campus

BTSLA's LUS will be governed by a student tribunal and restorative justice practices. In the event that expectations are not met, logical consequences similar to those in the real world will be given. For example, if a student is constantly disruptive in class, they will be expected to learn independently until they are ready to respect the classroom environment. In addition, if a student is never disruptive in the classroom, then they can earn the autonomy to choose their preferred work style (*with music, with a group, independently in flex space, etc.*). The goal is that all students ultimately meet expectations. The goal is that milestones phase out by the end of 10th grade. Below you will find a full breakdown of the tiered system and the privileges at each level that a student achieves.

Level Up Status	Privileges to Unlock
BELIEVER in Training <i>Period 5 Weeks</i> <i>All Freshmen and new to BELIEVE students start the year as a Believer in Training.</i>	<ul style="list-style-type: none"> • Cell Phone at Lunch & <i>Transitions</i>

<p>Period: (Week 2- Week 7)</p>	
<p>Believer</p> <p>Agency: Earn Employability Standards</p> <p>Autonomy: No More Than 6 Points in Current Period</p> <p>Acceleration: Not Failing any Classes and Completed All Diagnostic Testing</p> <p>Period: (Week 8 - Week 13) Week 8 Friday Level Up</p>	<ul style="list-style-type: none"> • Above privileges • Listen to Music on ChromeBook (Acceleration Block and CTE) • Lit Lunch Friday VS Friday Acceleration Block for BELIEVER in Training (Academic Support)-1 Hour
<p>Associate Believer (Gray Lanyard)</p> <p>Agency: Earn Employability Standards</p> <p>Autonomy: No More Than 5 Points in Current Period</p> <p>Acceleration: 2.3 GPA</p> <p>Period: (Week 14 - Week 20) Week 14 Friday Level Up Day</p>	<ul style="list-style-type: none"> • All above privileges • Lunch in Lounge/Outside/Rotunda/Foyers • Gray Believe T-Shirt • Sony Headphones • First Friday (Food Truck & Jean Day w/Believe Gear)
<p>Lead Believer (Black Lanyard)</p> <p>Agency: Earn Employability Standards</p> <p>Autonomy: No More Than 4 Points in Current Period</p> <p>Acceleration: 2.5 GPA</p> <p>Period: (Week 21 - Week 26) Week 21 Friday Level Up Day</p>	<ul style="list-style-type: none"> • All above privileges • Rotunda During Acceleration Block (C's and above) • AirPods or Personal Headphones • Couch for Flex Seating • Bi-Weekly Jean Day w/Believe Gear (Friday) • Homework Pass for 1 Class
<p>Executive Believer (Purple Lanyard)</p> <p>Agency: Earn Employability Standards</p> <p>Autonomy: No More Than 2 Points in Current Period</p> <p>Acceleration: (TBD)2.75 GPA & Enrolled in Dual Enrollment or Dual Certification Program</p> <p>Period: (Week 27 - Week 32) Week 27 Friday Level Up Day</p>	<ul style="list-style-type: none"> • All above privileges • Jeans w/ BELIEVE Top (Friday) • Open Campus (Lunch Only) • Open Acceleration Block-Rotunda, Foyer, Gym • Grubhub/DoorDash/ClusterTruck/UberEats • Vacation Day (one Homework Pass per class given at the beginning of each quarter)
<p>Senior Executive Believer in Training-Freshmen only and Transfer (Gold Lanyard)</p>	<ul style="list-style-type: none"> • All above privileges • Student Lounge or Other Flex Spaces During Independent Work Time

<p>Agency: Earn Employability Standards</p> <p>Autonomy: No Points</p> <p>Acceleration: TBD 3.0 GPA</p> <p>Period: (Week 33 - Week 38) Week 33 Friday Level Up End of 9th Grade First 5 Weeks of 10th Grade</p>	<ul style="list-style-type: none"> • Open Campus for Dual Enrollment students • Senior Executive Outings (Top Golf, Dave & Busters etc) once per quarter • No Uniform (Friday)
<p>Senior Executive Believer (Gold Lanyard)</p> <p>Agency: Earn Employability Standards</p> <p>Autonomy: No Points</p> <p>Acceleration: TBD 3.0 GPA</p> <p>Period: (Week 33 - Week 38) Week 33 Friday Level Up End of 9th Grade First 5 Weeks of 10th Grade</p>	<ul style="list-style-type: none"> • All above privileges • Student Lounge or Other Flex Spaces During Independent Work Time • Open Campus • Senior Executive Outings (Top Golf, Dave & Busters etc) • No Uniform

Upperclassmen Grade Status

Students should have more privileges as they enter the 10th Grade. These privileges include Open Campus, Dress Code Vs. Uniform, and the expectations of a Young Professional. **Any 10th Grader or above that earns 20 Points or more at any time during the first semester, goes back to BELIEVER in Training.**

First 7 Weeks W/ No Points	Full Uniform 10th Graders with no points can have free bottoms (no leggings or biker shorts).
Level Up 1x	Uniform Shirt Only with Dress Code Compliant Bottoms
Level Up 2x	No official uniform (Must be compliant with school dress code in Student Handbook) On Friday's all students must be in school issued polo with Dress Code compliant bottoms.

When A Student Struggles with Culture System

BELIEVE recognizes that every system does not meet the needs of all children. This can be attributed to the lack of expectations from a previous school or at home. Additionally, it could be tied to an IEP or ILP. Whatever the case may be, the Level Up System is designed not to permanently penalize students. The goal is for them to acknowledge their mistakes or poor choices and find a better way to cope, manage, or react next time. This process takes time. There is no one size fits all for all students. At BELIEVE Circle City High School, we've gotten super creative with ways to help students understand there are real-life consequences for actions without sending them home or suspending them every time they break the Code of Ethics.

Character Academy

If a student is violating the Code of Ethics, teachers or adults may award them points. Once a student earns 10 points, or performs an egregious action, a Character Academy is assigned. Similar to detention, the student has to give up their lunch block. Instead of just spending this time scrolling on their phone or doing nothing at all— the student is provided a topic (that usually aligns with the overarching issues the student is struggling with) by the Dean of Culture. The student is then required to do research and write an essay or report on the topic. For example, if a student is found vaping in the bathroom, they will have to research the side effects of vape and the impacts on your body. They then have to tie this to their own health history or family history.

Student Tribunal

At the end of each 5 weeks after level up, students have the opportunity to appeal points they were given that may have inhibited them from leveling up. The student tribunal is made up of a diverse, randomly-selected group of students (who don't typically have a history of egregious behaviors), who sit on a panel and hear from the student attempting to revoke points or their Level Up Status. After the student gives their argument the Student Tribunal may ask questions for clarification. They then are given time to deliberate and will provide final suggestions to the Principal. The goal of this system is to mirror the Judicial System so students have an understanding of how your actions and brand can be decided by others when something goes wrong.

Town Hall

One of the weekly engagements with students that are key to our culture model is Town Hall. Town Hall is a weekly whole school initiative that occurs during B Lunch every Wednesday. The format varies depending on the week. This time serves as an opportunity for Leadership Team members and participating teachers to lead sessions with students in whole school formats, by grade level, or student-identified gender on important topics like social justice, healthy relationships, managing emotions, responsible decision making, college and career planning, advocacy, newsworthy topics, and more. BELIEVE has created its own model and framework for these which can be viewed below. A sample of Semester I can be found below.

	Week #1	Week #2	Week #3	Week #4
August		BELIEVE Culture Systems, Code of Ethics,& More	All About Agency	All About Autonomy
September	All About Autonomy	In The News: Discuss Current Topics	Social Justice: What is it?	How to Advocate
October	Healthy Relationship: Friendships	Healthy Relationship: Let's Talk Love	Healthy Relationship: Family	Healthy Relationship Reflection

November	Mindfulness: How to Practice Mindfulness	Dealing with Stress	Thanksgiving Break	Whole School Yoga
December	In The News: Discuss Current Topics	Whole School Meditation: Finals Prep	Winter Break	Winter Break

- **Lightning Lunch:** Lightning Lunch is a more intimate version of Town Hall where students are separated by grade level. Topics may differ depending on the time of the year or trends happening in the school.
- **Gender-Specific:** Students are sometimes broken into gender specific groups for important conversations that might be uncomfortable or awkward in a whole school format. As an inclusive environment, BELIEVE allows students to select the group that they identify with.

Engagement with Stakeholders

As outlined in our Core Values, BELIEVE engages with all stakeholders frequently to ensure we are inclusive of our entire school community and are embodying the voice and thoughts of all. Through our partnership with [Kelvin](#) and [POSSIP](#), BELIEVE engages with parents, students, and staff frequently throughout the year. These surveys are reviewed in detail by the leadership team for feedback and implementation where necessary.

Students

"Safe Space" is one of BELIEVE's Code of Ethics. Students must feel safe at school.

["Students who feel safe at school tend to have better emotional health and are less likely to engage in risky behaviors."](#)²⁸ That sense of safety contributes to an overall feeling of connection." At BELIEVE, we proactively implement strategies and initiatives for students to feel safe, supported, and loved. We offer after school office hours and built in acceleration blocks so students have time for peer-tutoring or opportunity for extra support from a teacher. All students have access to free, on-site or virtual, therapy and counseling services and life coaching. At BELIEVE Circle City Indianapolis, we have a partnership with a local licensed therapy and counseling organization that commits 4-5 licensed individuals to provide services to our students. We will offer the same programming at BELIEVE STL Academy through an external partner. At BELIEVE Circle City Indianapolis, 49% of our students are enrolled in counseling and therapy services. We have normalized the idea of therapy and are fighting to end the anti-therapy stigma that our community faces—especially our young black men. Additionally, we offer life-coaching for all students via [OpenSeat](#). This is a virtual Life Coach that students meet with weekly to

²⁸ The Importance of Feeling Safe and Connected at School." KidsData, 2021. KidsData, <https://www.kidsdata.org/blog/?p=10021#:~:text=Students%20who%20feel%20safe%20at,an%20overall%20feeling%20of%20connection>

discuss goals, current issues they are facing, and more.

Faculty & Staff

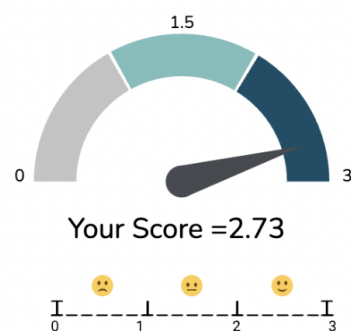
In order to have a strong school culture, it starts with the adults. If adults don't feel valued or supported then they are likely not to pour those same investments into their students. To provide a safe and supportive environment for our staff, staff have access to weekly professional development as all staff, grade level teams, and one-on-one coaching. The same way we expect our teachers to pour into students—we do for them. Additionally, similar to our students, our staff members have access to free counseling and therapy services at BELIEVE Circle City High School in Indianapolis. We're able to offer these services through our same partner who services our students. Again, this is a service that we will offer at BELIEVE STL Academy. 75% of our staff receive free, mental health-counseling services via BELIEVE. By offering this, our staff feels more supported and has an outlet to discuss their own anxieties, concerns, and personal matters. As mentioned, we partner with [POSSIP](#) to provide monthly staff surveys which are sent via text message. This allows staff to share feedback, requests, and concerns anonymously. Leadership team members review responses monthly.

Parents & Guardians

We BELIEVE that a students' success and future is made possible and responsible through a joint partnership with the school, student, and family. To stay connected with families, BELIEVE uses a number of platforms and avenues. Weekly Parent Emails are blasted to all families via Mailchimp and also shared via text through Remind. As families enroll, their email and phone numbers are uploaded into the platform. It's imperative families receive all communication in case of an emergency situation and for general news and school updates. Additionally, families receive monthly [POSSIP](#) surveys where they have the opportunity to provide personal feedback for all areas of the school—academic, leadership, and operations. We're happy to report that at BELIEVE Circle City High School, parents rated the school at a 2.73/3. Some sample messaging and responses from families can be viewed below.

Sentiment Score™

Your Sentiment Score™ is based off of a 3 point system. For every yes response we add 3 points, mostly we add 2 points, and no, we add 1.



"I like the smaller class rooms, parent and teacher/staff communication, the extra instructional and emotional support given to my scholar and the all around collaboration to help the scholars succeed. "

Theresa Bonner | 317-469-8346 | Grade: 9th | Child Name: Nevaeh Price Edmonson | Student ID: 25401368 | School Name: Believe Circle City High School

Email Copy

"HIGHLIGHT QUOTE: "I enjoy the fact that the school always shares things that are going on "

Email Copy

"HIGHLIGHT QUOTE: "I like the smaller class rooms, parent and teacher/staff communication, the extra instructional and emotional support given to my scholar and the all around collaboration to help the scholars succeed. "

Email Copy

"HIGHLIGHT QUOTE: "The communication skills from the school are fantastic "

"HIGHLIGHT QUOTE: "que alludan mucho a los estudiantes lo Mas que me gusta es que si mi hija ba mal en una materia siempre me tienen AL tanto para asi poder alludarla"

— They help students a lot. What I like the most is that if my daughter does poorly in a subject, they always keep me informed so that I can help her.

Email Copy

Student with Special Needs: Our Approach to School Culture

All BELIEVE students are treated with the same level of respect, love, and care. Children with special needs will receive the support they are required to have through their IEP, but also additional layers of support through our therapy and counseling partners. Students with special needs will not feel devalued or made to feel excluded by anyone in the BELIEVE Community. Students with special needs are held to the same standard for expectations and BELIEVE's Code of Ethics. When necessary, customized goals around mastering BELIEVE's Code of Ethics will be included in a scholar's behavior plan or IEP.

Board

BELIEVE is intentional on board selection and chooses individuals who have deep connection, care, and love for the BELIEVE model and community. As members of the BELIEVE Community, Board members are involved in key decision making that live out our values and code of ethics. Board members will meet monthly to hear updates and news regarding the school. They help provide direction, support, and connections to the Executive Director. Additionally, the Board Chair and ED meet twice per month for more pressing and frequent matters. As mentioned, BELIEVE will continue to work with Board on Track to manage board resources, meetings, implement trainings, and house board evaluations and rubrics for scoring.

Vendors

BELIEVE works with a wide variety of partners and vendors, many of which feel like they have a personal connection to BELIEVE. It's important that they feel that same level of communication and support that BELIEVE staff feel. BELIEVE teams who work with external vendors are required to have weekly, monthly, or quarterly meetings with the respected groups to ensure they have adequate support and information.

Disciplinary Legal Compliance

BELIEVE complies with all state and federal laws and statutes pertaining to school safety. This includes all items within [RSMO 160.261, the Missouri Safe Schools Act](#).

Suspension & Expulsion

At BELIEVE, suspensions are ultimately determined by the Principal and expulsion decisions are made in partnership between the Principal and Executive Director. Expulsion reports are then provided to the Board of Directors prior to board meetings. While suspensions and expulsions are measures of last resort, they are sometimes the reality if the school has exhausted all other measures as part of our Culture Systems. Policies for disciplinary actions will be developed and shared with the Commission prior to opening and publicizing in the Family Handbook.

Mandatory Reporting

As mandated reporters, all staff members and teachers are required to report child abuse, truancy, and educational neglect to Child Abuse and Neglect Hotline of the Missouri Department of Social Services as required by [RSMo210.115](#). This hotline is made available 7 days a week, 24 hours a day, 365 days a year. BELIEVE staff and teachers are required to consult with an administrator for support during this process especially if they have never made a report previously. If the child is in imminent danger or a life threatening situation, they are directed to call 911 and then call the Child Abuse and Neglect Hotline of the Missouri Department of Social Services.

Additionally, teachers and staff will be trained on all mandated reporter policies in the case that a minor or student reports any abuse, life threatening situations, or chronic absenteeism that they deem threatening for the child based on other known information.

Confinement and Restraint

As defined by [DESE Rule 160-5-1-.35](#), no teacher or staff member, should seclude or confine students, in any circumstance, except in an emergency situation while awaiting law enforcement or EMS. BELIEVE staff only physically restrains students in emergency situations where they pose immediate danger to themselves or others, and they do not respond to behavioral interventions, verbal directives, and other de-escalation techniques. As defined by DESE Rule 160-5-1-.35, restraint does not include chemical, mechanical, or prone restraint under any circumstance. Guardians are notified of any physical restraint within 12 hours. The following members of the BELIEVE staff will receive [Nonviolent Crisis Intervention® With Advanced Physical Skills](#) training and certification: Principal, Assistant Principal, Dean of Culture, and Lead Special Education Instructor. Only staff members trained and certified in Nonviolent Crisis Intervention® With Advanced Physical Skills will be authorized to engage in physical restraints.

Threats of Violence

As outlined in the Staff Handbook, employees will inform the Principal regarding acts of violence. These can include suicidal and homicidal actions. The student at threat will not be left unattended or alone. The Principal will investigate and pull in the School Social Worker to assist. A trained professional (whether that be the Principal or Social Worker) will conduct a risk evaluation and determine next steps. Based on the results of the risk evaluation, the Principal will respond according to the policy. If the EMS or law enforcement must be contacted, the Principal or Social Worker will contact the family of the student immediately.

Employees

During mandatory professional development, employees receive BELIEVE's Staff Handbook and policies and practices related to school discipline are reviewed by all staff. These include but are not limited to the following measures: disciplining students with disabilities, acts of school violence, and instruction for maintaining confidentiality. Staff members also receive annual Mandated Reporter training for suspected child abuse. Under no circumstance will BELIEVE employ an individual with a suspended or revoked license, or federal or state offense on a background check, per [RSMo 160.405.1.\(4\)](#)

Corporal Punishment

BELIEVE does not permit corporal punishment of any kind. No teacher, staff member, or administrator should ever administer physical punishment to any student or minor for the purpose of discipline or control.

Notification of Criminal Conduct

As required by [RSMo 168.071](#), BELIEVE will notify parties of criminal conduct and will report all crimes that occur on school grounds to law enforcement as outlined in [RSMo 160.261](#).

- First or second-degree murder under [RSMo 565.020, 565.021](#).
- Voluntary or involuntary manslaughter in the first or second degree under [RSMo 565.023, 565.024, 565.027](#).
- Kidnapping in the first or second degree under [RSMo 565.110](#), [.120 RSMo](#).
- First-, second- or third-degree assault under [RSMo 565.050, 565.052](#).
- Sexual assault or deviate sexual assault under [RSMo 566.031, 566.061](#).
- Forcible rape or sodomy under [RSMo 566.030, 566.060](#).
- Burglary in the first or second degree under [RSMo 569.160, 569.170](#).
- Robbery in the first degree under [RSMo 570.023](#).
- Manufacture of a controlled substance under section [RSMo 579.055](#).
- Delivery of a controlled substance under section [RSMo 579.020](#).
- Possession of a weapon under chapter [571](#).
- Arson in the first degree under [RSMo 569.040](#).
- Property damage in the first degree under [RSMo 569.100](#).
- Child molestation in the first, second, or third degree pursuant to [RSMo 566.067, 566.068, 566.069](#).
- Sexual misconduct involving a child pursuant to [RSMo 566.083](#).

- Sexual abuse pursuant to [RSMo 566.100](#).
- Harassment in the first degree under [RSMo 565.090](#).
- Stalking in the first degree under [RSMo 565.225](#).

Records

The Dean of Operations ensures all records are maintained safely and securely. The school keeps both digital and physical files of students. Additionally, any act of violence or violent behavior, any offense that takes place on school property, school provided transportation, or any school related activity which is reported to law enforcement and any offense that results in out-of-school suspension for more than ten school days.

Appendix A.2.1 - Sample College and Career Pathways

Missouri 24-Credit Diploma at | Sample CAREER Pathway (Respiratory Care)

		ENGLISH LANGUAGE ARTS	MATH	SOCIAL STUDIES	SCIENCE	FINE ARTS	PE & HEALTH	PRACTICAL ARTS	PERSONAL FINANCE	ELECTIVES
9 th Grade	S1	English 1, ½ credit	Algebra 1 ½ credit	World History ½ credit	BIO 111* ½ credit	Dance ½ credit	Health Education ½ credit			
	S2	English 1, ½ credit and ENG 101*, ½ credit	Algebra 1 ½ credit	World History ½ credit	CHEM 101* ½ credit and BIO 107* ½ credit	Theater ½ credit	Physical Education ½ credit			BIO 208* ½ credit (Summer)
10 th Grade	S1	English 2, ½ credit and ENG 102*, ½ credit	Geometry ½ credit	U.S. History, ½ credit	RC 110* ½ credit		Physical Education ½ credit	Digital Media ½ credit		RC 100* ½ credit
	S2	English 2, ½ credit	Geometry ½ credit	U.S. History, ½ credit	RC 120* ½ credit			Computer Science ½ credit		RC 130* ½ credit
11 th Grade	S1	English 3, ½ credit	Algebra 2 ½ credit	PSC 101* ½ credit	RC 140* ½ credit				Personal Finance ½ credit	RC 150* ½ credit
	S2	English 3, ½ credit	Algebra 2 ½ credit	PSY 200* ½ credit	RC 160* ½ credit and RC 180* ½ credit					RC 170* ½ credit
12 th Grade	S1				RC 190-260* 4 credits					
	S2									
BELIEVE STLA 24+ credits		4 CREDITS	3 CREDITS	3 CREDITS	7+ CREDITS	1 CREDIT	1.5 CREDITS	1 CREDIT	.5 CREDIT	4+ CREDITS
Missouri Diploma 24 credits		4 CREDITS English/Language Arts	3 CREDITS Mathematics	3 CREDITS Social Studies	3 CREDITS Science	1 CREDIT Fine Arts	1.5 CREDITS PE & Health	1 CREDIT Practical Arts	.5 CREDIT Personal Finance	7 CREDITS Electives
*Asterisk indicates that there is an option to take the course at St. Louis Community College Green color indicates a course to be taken at St. Louis Community College Forest Park Campus.										

Missouri 24-Credit Diploma at | Sample COLLEGE Pathway

		ENGLISH LANGUAGE ARTS	MATH	SOCIAL STUDIES	SCIENCE	FINE ARTS	PE & HEALTH	PRACTICAL ARTS	PERSONAL FINANCE	ELECTIVES
9 th Grade	S1	English 1, ½ credit and English 2, ½ credit	Algebra 1 ½ credit	World History ½ credit	Physical Science ½ credit	Dance ½ credit	Health Education ½ credit			Spanish 1 ½ credit or SPA 101* ½ credit
	S2	English 1, ½ credit and English 2, ½ credit or ENG 101*, ½ credit	Algebra 1 ½ credit	World History ½ credit	Physical Science ½ credit	Theater ½ credit	Physical Education ½ credit			Spanish 1 ½ credit or SPA 102* ½ credit
10 th Grade	S1	English 3, ½ credit and English 4, ½ credit or ENG 102*, ½ credit	Geometry ½ credit	U.S. History, ½ credit or AP U.S. History, ½ credit	Biology ½ credit or AP Biology ½ credit		Physical Education ½ credit	Digital Media ½ credit		Spanish 2 ½ credit
	S2	English 3, ½ credit and English 4, ½ credit or COM 107*, ½ credit	Geometry ½ credit	U.S. History, ½ credit or AP U.S. History, ½ credit	Biology ½ credit or AP Biology ½ credit	ART, MUS, THT* ½ credit		Computer Science ½ credit	Personal Finance ½ credit	Spanish 2 ½ credit
11 th Grade	S1	AP English Language and Composition ½ credit	Algebra 2 ½ credit	American Government ½ credit or PSC 101* ½ credit	Chemistry ½ credit or AP Chemistry ½ credit	ART, MUS, THT* ½ credit				PHIL 104* ½ credit
	S2	AP English Language and Composition ½ credit	Algebra 2 ½ credit	American Government ½ credit or PSC 101* ½ credit	Chemistry ½ credit or AP Chemistry ½ credit					AA Elective* ½ credit
12 th Grade	S1	ENG 103* ½ credit	MTH 160* ½ credit	ECO 140* ½ credit and PSY 200* ½ credit	Physics ½ credit or PSI 101* ½ credit					AA Elective* ½ credit
	S2	ENG 217* ½ credit	MTH 160* ½ credit	ECO 140* ½ credit and PSY 200* ½ credit	Physics ½ credit or BIO 111* ½ credit					AA Elective* ½ credit
BELIEVE STLA 24+ credits		4+ CREDITS	3 CREDITS	3 CREDITS	3 CREDITS	1 CREDIT	1.5 CREDITS	1 CREDIT	.5 CREDIT	7+ CREDITS
Missouri Diploma 24 credits		4 CREDITS English/Language Arts	3 CREDITS Mathematics	3 CREDITS Social Studies	3 CREDITS Science	1 CREDIT Fine Arts	1.5 CREDITS PE & Health	1 CREDIT Practical Arts	.5 CREDIT Personal Finance	7 CREDITS Electives
*Asterisk indicates that there is an option to take the course at St. Louis Community College Green color indicates a course to be taken at St. Louis Community College Forest Park Campus.										

Appendix A.2.2 - Scope and Sequence: Geometry & Algebra 2

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CARNEGIE
LEARNING

1 Reasoning with Shapes

Pacing: 40 Days

Topic 1: Using a Rectangular Coordinate System

Students investigate the properties of squares and use transformations of squares to construct a coordinate plane. Students prove the slope criteria for parallel and perpendicular lines. They develop strategies for determining the perimeters and areas of rectangles, triangles, parallelograms, and composite plane figures on the coordinate plane. Students also explore the effects of proportional and non-proportional changes to the dimensions of a plane figure on its perimeter and area.

Standards: G.CO.10, G.CO.11, G.CO.1, G.GO.5, G.CO.12, G.GPE.4, G.GPE.5, G.GPE.7, G.MG.2 Pacing: 13 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	The Squariest Square From Informal to Formal Geometric Thinking	G.CO.10 G.CO.11	1	Students investigate and recall the properties of a square by drawing squares freehand, trying to draw a perfect square, and determining the criteria needed to assess the "squareness" of a drawn square. Students are then introduced to the purpose of high school geometry—to formalize, with more precise definitions and proofs, the geometric relationships they have studied up to this point. Students consider a geometry problem involving angle measures in three squares. They measure the angles, compare their findings with their classmates, and develop a conjecture about the sum of the angles. Students list the concepts and processes they remember from past courses that may be helpful in proving the relationship shown by the angle measures in the three squares. Finally, students see that formal reasoning in mathematics often involves creative thinking, drawing new lines and seeing relationships from different perspectives.	<ul style="list-style-type: none"> Mathematicians make conjectures, test predictions, experiment with patterns, and consider arguments and different perspectives. Mathematical reasoning can be used to validate a conjecture.
2	Hip to Be Square Constructing a Coordinate Plane	G.CO.1 G.CO.5 G.CO.12	2	Students complete geometric constructions using patty paper or a compass and a straightedge. They analyze worked examples and then repeat the strategies to bisect segments, construct perpendicular bisectors, and duplicate line segments. Students apply these constructions, along with rigid motions, to construct a square and then the squares of a coordinate plane. They further describe rigid motions that can be used to create two-dimensional shapes on a coordinate plane and identify the coordinates of the vertices of these shapes. Students demonstrate their knowledge by describing a sequence of transformations of a coordinate plane square that can produce a given line. They determine the slope of the line and write its equation.	<ul style="list-style-type: none"> When you construct geometric figures, you create exact figures using only a compass and straightedge or patty paper. The midpoint of a segment is a point that divides the segment into two congruent segments. A segment bisector is a line, line segment, or ray that divides a line segment into two line segments of equal length. A perpendicular bisector is a line, line segment, or ray that bisects a line segment and is also perpendicular to the line segment. Any point on a perpendicular bisector is equidistant to the endpoints of the original segment it bisects. The diagonals of a square are congruent, bisect each other, are perpendicular to one another, and bisect the angles of the square. A coordinate plane can be created by constructing a square and applying rigid motion transformations to the square.

*Pacing listed in 45-minute days
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CARNEGIE
LEARNING

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
3	Ts and Train Tracks Parallel and Perpendicular Lines	G.CO.12 G.GPE.5	2	Students explore how to use translations and rotations to create parallel and perpendicular segments. They then construct parallel lines both off and on the coordinate plane. Students use rotations to prove that if two lines are perpendicular, then the slopes of the lines are negative reciprocals. Students write the equation of a line perpendicular to a given line that passes through a given point. Students write an informal paragraph proof for the slope criteria of parallel lines (that they are equal).	<ul style="list-style-type: none"> The 90° rotation of a line creates a line perpendicular to the original line. Perpendicular lines have slopes that are negative reciprocals of each other. The translation of a line creates an identical line or a line parallel to the original line. Parallel lines have equal slopes.
4	Where Has Polly Gone? Classifying Shapes on the Coordinate Plane	G.GPE.4 G.GPE.5	2	Students sort triangles and quadrilaterals based on properties. They are introduced to the Distance Formula and use it to calculate the lengths of sides of triangles and quadrilaterals on the coordinate plane. Students also use the slope formula to determine whether opposite sides of a quadrilateral are parallel and whether consecutive sides of a quadrilateral are perpendicular. They use these skills to classify triangles and quadrilaterals that lie on a coordinate plane and to determine the fourth point of a quadrilateral when given three points. Students are then introduced to the Midpoint Formula and use it to classify the secondary figures formed by connecting the midpoints of consecutive sides of quadrilaterals. Finally, students consider translations as a strategy for identifying the coordinates that create quadrilaterals with parallel sides.	<ul style="list-style-type: none"> The Distance Formula states that the distance d between points (x_1, y_1) and (x_2, y_2) on a coordinate plane is given by the equation $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$. The Distance Formula can be used to classify triangles and quadrilaterals based on side lengths. The slope formula can be used to determine whether opposite sides are parallel or consecutive sides are perpendicular in a quadrilateral on the coordinate plane. The Midpoint Formula states that if (x_1, y_1) and (x_2, y_2) are two points on the coordinate plane, then the midpoint of the line segment that joins these two points is $((x_1 + x_2)/2, (y_1 + y_2)/2)$. The use of translations is an effective strategy when determining endpoints of parallel segments on a coordinate plane.

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
5	In and Out and All About Area and Perimeter on the Coordinate Plane	G.GPE.5 G.GPE.7 G.MG.2	3	Students calculate the perimeter and area of rectangles and triangles on the coordinate plane. They double dimensions of figures and explain how this affects the area of the figure and also translate figures on the coordinate plane to more efficiently determine their perimeter and area. Students algebraically determine the non-vertical height of a triangle as they treat each side as the base; they then use the height to calculate the area of the triangle. They conclude that the area of a triangle remains the same regardless of the side considered as the base and the height determined by that base. Next, the term <i>composite figure</i> is defined, and students divide a composite figure into various known polygons to compute its area. They then consider real-world situations requiring them to calculate the perimeter and area of polygons that lie on a coordinate plane using the Distance Formula and decomposing the polygons into triangles and rectangles. A velocity-time graph is used to model a real-world scenario. Students determine distances represented as the area under the curve of these graphs.	<ul style="list-style-type: none"> Rigid motion transformations (translations, rotations, and reflections) can be used to change the position of figures on the coordinate plane. Performing translations on figures can help to compute perimeter and area more efficiently. Non-vertical heights of a figure can be calculated algebraically using formulas, writing equations and solving a system of equations. The area of a triangle is the same regardless of what base and height of the triangle are used in the calculation. A composite figure is a figure that is formed by combining different shapes. Polygons can be divided into a combination of triangles and rectangles to help determine their area. The area of a composite figure is determined by dividing the figure into familiar shapes and using the area formulas associated with those shapes. The Distance Formula, slope formula, and the Pythagorean Theorem can be used to determine the area of polygons and composite figures on the coordinate plane. A velocity-time graph can model acceleration, and distance can be determined by calculating the area under a curve.
Learning Individually with MATHia or Skills Practice		G.CO.1 G.GPE.5 G.GPE.7	3	<p>Students practice identifying geometric entities from their names, writing names for various geometric entities, and identifying when an entity has multiple possible names. They practice writing measure statements for segments and angles using appropriate notation. Students answer questions related to an animation demonstrating that the rotation of a point (x, y) 90° counterclockwise on the coordinate plane is given by the coordinates $(-y, x)$. They then answer questions to discover that the slopes of perpendicular lines are negative reciprocals of each other. Students use graphs of functions to understand that the slopes of parallel lines are equal. Finally, students use their knowledge of parallel and perpendicular lines as graphs of functions to solve problems in a real-world context. Students answer questions related to an animation demonstrating how the Distance Formula is derived using the Pythagorean Theorem and then use interactive Explore Tools and the Distance Formula to solve mathematical problems about the distances between two points on the coordinate plane. Students use the Distance Formula to determine perimeters and areas of different shapes.</p> <p>MATHia Unit: Lines, Rays, Segments, and Angles MATHia Workspaces: Naming Lines, Rays, Segments, and Angles / Working with Measures of Segments and Angles</p> <p>MATHia Unit: Parallel and Perpendicular Lines MATHia Workspaces: Introduction to Parallel and Perpendicular Lines / Modeling Parallel and Perpendicular Lines</p> <p>MATHia Unit: Distances on the Coordinate Plane MATHia Workspaces: Deriving the Distance Formula / Calculating Distances Using the Distance Formula / Calculating Perimeter and Area Using the Distance Formula</p>	

*Pacing listed in 45-minute days
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Topic 2: Composing and Decomposing Shapes

Students investigate and conjecture about geometric figures. They use circles and their defining characteristics as the template upon which to construct lines, angles, triangles, and quadrilaterals. Students use reasoning to conjecture about the relationships they notice, preparing them for formal proof in future topics.

Standards: G.CO.9, G.CO.10, G.CO.11, G.CO.12, G.CO.13, G.C.3 **Pacing:** 13 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Running Circles Around Geometry Using Circles to Make Conjectures	G.CO.9	2	Circles are used to make conjectures about line and angle relationships. Students construct a circle, a perpendicular bisector of a diameter, and a chord to identify circle parts. Next, they conjecture about angle relationships given parallel lines intersected by a transversal. Students make conjectures related to inscribed angles and angles formed at the point of tangency when two lines intersect at a point outside the circle.	<ul style="list-style-type: none"> When you conjecture, you use what you know through experience and reasoning to presume that something is true. The statement of a conjecture, once proven, is then called a theorem. Circles can be helpful in constructing geometric figures in order to make conjectures about line and angle relationships.
2	The Quad Squad Conjectures About Quadrilaterals	G.CO.11	2	Students use circles to investigate and conjecture about the properties of quadrilaterals. Students construct several quadrilaterals from the diameters of concentric circles. Using the measurements of sides and angles, they are able to name the quadrilaterals. Students make conjectures about the diagonals and angle relationships of kites and isosceles trapezoids. They identify quadrilaterals with given properties and then describe how to construct various quadrilaterals given only one diagonal. Students conjecture about the figure formed by adjacent midsegments of quadrilaterals and the measure of the midsegment of a trapezoid in relation to its bases. Finally, they conjecture about the sum of the measures of opposite angles of different cyclic quadrilaterals.	<ul style="list-style-type: none"> The diagonals of any convex quadrilateral create two pairs of vertical angles and four linear pairs of angles. Parallelograms, rhombi, and kites have diagonals that are not congruent. Rectangles, squares, and isosceles trapezoids have congruent diagonals. Circles can be helpful in understanding that the diagonals of parallelograms bisect each other, the diagonals of rectangles are congruent, and the diagonals of kites are perpendicular. The measure and relationship of the diagonals of quadrilaterals can be used to make conjectures about quadrilaterals. The relationship of the interior angles of quadrilaterals can be used to make conjectures about quadrilaterals. The midsegment of a quadrilateral is any line segment that connects two midpoints of the sides of the quadrilateral. A quadrilateral whose vertices all lie on a single circle is a cyclic quadrilateral.

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
3	Into the Ring Constructing an Inscribed Regular Polygon	G.CO.12 G.CO.13	4	Students construct a regular hexagon inscribed in a circle using two methods: duplicating 60° central angles to create six equilateral triangles sharing the center of the circle as a vertex and then constructing and connecting six adjacent congruent chords the same length as the radius of the circle around the circumference of the circle. Students then construct a square inscribed in a circle using two different methods: rotating a right triangle to create four congruent right triangles sharing the center of the circles and then constructing and connecting perpendicular diameters of a circle. Students analyze worked examples that demonstrate how to bisect an angle using patty paper and a compass and straightedge. They then construct both an equilateral triangle given a side length and an equilateral triangle inscribed in a circle. Finally, they construct an analyze inscribed angles, a 75° angle, and a regular octagon inscribed in a circle.	<ul style="list-style-type: none"> Constructions can be used to duplicate a given angle. A 60° angle can be constructed by creating an equilateral triangle with a circle. A regular hexagon can be inscribed in a circle by duplicating 60° angles to create six equilateral triangles sharing the center of the circle as a vertex. A regular hexagon can be inscribed in of a circle by constructing six adjacent congruent chords the same length as the radius of the circle around the circumference of the circle. When a square is inscribed in a circle, a segment that is a diagonal of the square is also a diameter of the circle. An angle bisector is a line, segment, or ray that is drawn through the vertex of an angle and divides the angle into two congruent angles. Angle bisectors can be constructed using patty paper or a compass and straightedge. Both an equilateral triangle with a given side length and an equilateral triangle inscribed in a circle can be created using construction tools. The central angle of a circle is twice the measure of an inscribed angle which intercepts the same arc of the circle. Constructions can be used to verify geometric theorems.
4	Tri- Tri- Tri- and Separate Them Conjectures About Triangles	G.CO.10	2	Students decompose quadrilaterals to form the triangles they investigate in this lesson. They write the converses of conditional statements and then explore the converse of their base angles conjecture for isosceles triangles. Students construct an equilateral triangle and conjecture about the sum of the interior and exterior angle measures of a triangle. Students use a circle diagram to make conjectures about triangle inequality and triangle midsegments.	<ul style="list-style-type: none"> Circles can be helpful in constructing geometric figures to make conjectures about triangles. A convex quadrilateral can be divided by any one of its diagonals into two triangles. The converse of a statement is different from the original statement and is formed by interchanging the hypothesis and conclusion of the original statement. The truth value of a conditional statement and its converse are not necessarily the same. The base angles of an isosceles triangle are congruent. A point that lies on a perpendicular bisector of a line segment is equidistant from the endpoints of the line segment. The measure of the exterior angle of a triangle is equal to the sum of the measures of the two remote interior angles. The sum of the measures of the interior angles of a triangle is 180°. The length of the third side of a triangle cannot be equal to or greater than the sum of the measures of the other two sides. The midsegment of a triangle is one-half the measure and parallel to the third side. A conjecture is a statement believed to be true based on observations. A conjecture must be proved with definitions and theorems to be fully accepted.

*Pacing listed in 45-minute days
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Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
5	What's the Point? Points of Concurrency	G.CO.10 G.C.3	2	Students construct the four points of concurrency—the incenter, circumcenter, centroid, and orthocenter. They construct perpendicular bisectors, angle bisectors, medians, and altitudes to locate these points in acute, obtuse, right, and equilateral triangles. They use the circumcenter to circumscribe a circle about a triangle and the incenter to inscribe a circle in a triangle. Students use their constructions to make conjectures.	<ul style="list-style-type: none"> A point of concurrency is a point at which three lines, rays, or line segments intersect. The circumcenter is the point of concurrency of the three perpendicular bisectors of the sides of a triangle, and it is equidistant from each vertex of the triangle. The circumcenter can be used to circumscribe a circle about a triangle. The incenter is the point at which the three angle bisectors of a triangle are concurrent and it is equidistant from each side of the triangle. The incenter can be used to construct a circle inscribed in a triangle. The median of a triangle is a line segment formed by connecting a vertex of a triangle to the midpoint of the opposite side of the triangle. The centroid is the point at which the three medians of a triangle are concurrent. The distance from the centroid to the vertex is twice the distance from the centroid to the midpoint of the opposite side. The orthocenter is the point at which the three altitudes of a triangle are concurrent.
Learning Individually with MATHia or Skills Practice		G.C.1 G.C.2 G.C.3	1	Students watch an animation defining some of the terminology of circle parts. They then identify chords, tangents, points of tangency, and secants of circles. Next, students sort inscribed and central angles and classify minor and major arcs as well as semicircles. They then calculate the measure of an arc or an angle using the definition of a central angle, the Arc Addition Postulate, or the Inscribed Angle Theorem. Students are shown an inscribed quadrilateral, prove the Inscribed Quadrilateral-Opposite Angles Conjecture, and use the theorem to determine the measure of an angle in an inscribed quadrilateral given the measure of the opposite angle. MATHia Unit: Properties of Circles MATHia Workspaces: Introduction to Circles / Determining Central and Inscribed Angles in Circles / Angles of an Inscribed Quadrilateral	

Topic 3: Rigid Motions on a Plane

Using the intuitive understandings of rigid motions built in middle school, students learn the formal definitions of translations, reflections, and rotations. They define translations in terms of equal distances along directed line segments, reflections in terms of perpendicular lines, and rotations in terms of equal arcs around concentric circles. They use rigid motions to solve problems and identify a sequence of rigid motions that maps a given figure onto another. Finally, students consider reflectional and rotational symmetry—the set of rotations and reflections that map a plane figure onto itself. They identify the lines of reflection and angles of rotation for given plane figures.

Standards: G.CO.1, G.CO.2, G.CO.3, G.CO.4, G.CO.5 **Pacing:** 14 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Put Your Input In, Take Your Output Out Geometric Components of Rigid Motions	G.CO.1 G.CO.4	3	Students use a transformation machine and patty paper to translate shapes along line segments, rotate shapes on figures around points, and reflect shapes across lines of reflection. Students then analyze the component parts of the transformation machine throughout the rest of the lesson, including constructing parallel line segments and identifying and defining lines, angles, and rotation angles. Students recall that an image transformed by rigid motions such as translations, reflections, and/or rotations is congruent to its pre-image.	<ul style="list-style-type: none"> Pre-images transformed by rigid motions such as translations, reflections, and rotations are congruent to their images. Two lines perpendicular to a third line are parallel to each other. If two lines intersected by a transversal have corresponding angles, alternate interior angles and alternate exterior angles congruent, then the lines are parallel. A line is a geometric object such that if any part of the line is translated to another part of the line so that the two parts have two points in common, then the first part will lie exactly on top of the second part. Translations can be described using lines and line segments. Reflections can be described using lines. Rotations can be described using rotation angles.
2	Bow Thai Translations as Functions	G.CO.2 G.CO.4	2	Students recall that they used lines and line segments as “transformation machines” to translate plane figures. They identify different ways of drawing the same transformation machine and investigate a transformation machine created with multiple line segments. Students use the context of designing an animated website banner to investigate translations as functions. Students learn that parallel lines can be used for translations. They distinguish between rigid motions, or isometries, and transformations, such as dilations, which are not isometries.	<ul style="list-style-type: none"> Translations along parallel lines are rigid motions and always produce images that are congruent to the pre-image. A translation is a function, represented as $T_{AB}(P) = P'$ which takes as its input the location of a point P and translates it a distance AB in the direction AB. Isometries are rigid motion transformations that preserve size and shape.
3	Staring Back at Me Reflections as Functions	G.CO.2 G.CO.4 G.CO.5	2	Students construct a perpendicular bisector of a line segment and then use patty paper to recognize that the perpendicular bisector is a line of symmetry for the line segment, which allows a reflection across the line to match up its endpoints. Students are then encouraged to attempt the impossible task of drawing two points in the plane that cannot be reflected one onto the other. Students investigate reflections as functions using the context from the previous lesson of animating objects on a website, and they describe the points of reflection as equidistant from the line of reflection, which is the perpendicular bisector of the segment connecting the points. Students prove the Perpendicular Bisector Theorem and its converse and then use sequences of isometries to demonstrate that two plane figures are congruent.	<ul style="list-style-type: none"> The perpendicular bisector of a line segment is a line of reflection between the two endpoints of the segment. Reflections are isometries. A reflection is a function, R_ℓ, which takes as its input, P, the location of a point with respect to some line of reflection, ℓ, and outputs $R_\ell(P)$ or the opposite of the location of P with respect to the line of reflection. The Perpendicular Bisector Theorem states: “If two points are equidistant from a third point, the third point lies on the perpendicular bisector of the segment connecting the two points.”

*Pacing listed in 45-minute days
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Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
4	Turn Yourself Around Rotations as Functions	G.CO.1 G.CO.2 G.CO.4 G.CO.5	3	Students draw concentric circles and build a rotation of a triangle of 75° . They investigate the rotation and determine that it is an isometry, producing a figure with congruent corresponding sides. Students formally define a rotation as a function which takes as input the location of a point with respect to a center of rotation and outputs the rotation of the point about the center through a rotation angle. Students draw rotation transformations given functions. Students then use what they know about the Perpendicular Bisector Theorem to determine the center of rotation and angle of rotation given only the pre-image and image figures. Students complete the lesson by describing sequences of translations, reflections, and rotations which map congruent figures onto each other.	<ul style="list-style-type: none"> Rotations are isometries. A rotation is a function, $R_{E,t}(P) = P'$ that maps its input, a point P, to another location, P'. This movement to a new location is defined by a center of rotation, E, and a rotation angle, t. The center of rotation lies on the perpendicular bisector of each pair of corresponding points of a pre-image and its rotated image. For this reason, the center of rotation is the point of intersection of any two of these perpendicular bisectors.
5	OKEECHOBEE Reflectional and Rotational Symmetry	G.CO.3	1	Students use patty paper to create and fold shapes into two matching parts and rotate shapes so that they match exactly to their starting position. They then investigate given cutout shapes to see if they have these folding and rotating properties. Students define <i>reflectional symmetry</i> and <i>rotational symmetry</i> and identify shapes with these properties. They determine the number of lines of symmetry for a given shape and the angles a shape can be rotated through to match the original shape. Students identify and draw the sequences of reflections and rotations that carry a figure onto itself and investigate how a figure's lines of symmetry relate to these properties.	<ul style="list-style-type: none"> A plane figure has reflectional symmetry if you can draw a line so that the figure to one side of the line is a reflection of the figure on the other side. A plane figure has rotational symmetry if you can rotate the figure more than 0° and less than 360° and the resulting figure is the same as the original figure. An individual figure may have horizontal symmetry, vertical symmetry, and/or rotational symmetry. A regular polygon of n-sides has n lines of symmetry. The measure of the angle of rotation of a regular polygon with n sides is $360^\circ/n$, which is the supplement of the measure of each of its interior angles.
Learning Individually with MATHia or Skills Practice		G.CO.3 G.CO.4 G.CO.5	3	Students learn the formal definitions for translation, reflection, and rotation as rigid motions. They apply the formal definitions to identify rigid motions that carry figures onto other figures or onto themselves. Student learn that figures that can be reflected or rotated onto themselves have reflectional or rotational symmetry. They then select multiple transformations to map a pre-image to a target image given a reference point. MATHia Unit: Rigid Motion MATHia Workspaces: Exploring Rigid Motions and Dilations / Specifying a Sequence of Transformations / Rotations and Reflections on the Plane / Reflectional Symmetry / Rotational Symmetry	

2 Establishing Congruence

Pacing: 38 Days

Topic 1: Congruence Through Transformations
This topic builds on the work of the previous topic and the work with triangles in middle school. Students use the definitions of congruence through rigid motions to determine the minimum criteria for triangle congruence. First, they are grounded in formal geometric reasoning. Students consider counterexamples, conditional statements, truth values, and truth tables. They consider terms used in formal geometry proof, postulate and theorem, and investigate the Linear Pair Postulate and the Segment Addition Postulate. This preparation readies students to prove by construction the Side-Side-Side, Side-Angle-Side, and Angle-Side-Angle Congruence Theorems. Students close the topic by solving problems using these theorems.
Standards: G.CO.6, G.CO.7, G.CO.8, G.CO.9 **Pacing:** 9 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	The Elements Formal Reasoning in Euclidean Geometry	G.CO.9	2	Conditional statements are analyzed and associated with truth values. Truth tables are used to help students organize information. Euclid's first five postulates and Euclid's Elements are mentioned. The terms <i>postulate</i> and <i>theorem</i> are defined, and students use the Linear Pair Postulate, the Segment Addition Postulate, and the Angle Addition Postulate to answer related questions.	<ul style="list-style-type: none"> The two reasons why a conclusion may be false is either the assumed information is false or the conclusion does not follow from the hypothesis. A counterexample is used to show a general statement is not true. A conditional statement is a statement that can be written in the form "If p, then q." The variable p represents the hypothesis and the variable q represents the conclusion. A truth value is whether or not a conditional statement is true or false; it is true if the conditional statement could be true, and it is false if the conditional statement could not be true. Truth tables are used to organize truth values of conditional statements. A postulate is a statement that is accepted without proof. A theorem is a statement that can be proven. The Linear Pair Postulate states: "If two angles form a linear pair, then the angles are supplementary." The Segment Addition Postulate states: "If point B is on line \overline{AC} and between points A and C, then $AB + BC = AC$." The Angle Addition Postulate states: "If point D lies in the interior of $\angle ABC$, then $m\angle ABD + m\angle DBC = m\angle ABC$."

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
2	ASA, SAS, and SSS Proving Triangle Congruence Theorems	G.CO.7 G.CO.8	3	Students use what they have learned in the previous topic: (1) isometries preserve distances and angle measures, (2) any point in the plane can be reflected across a line to map to another point in the plane, and (3) a point is equidistant from two other points if and only if it lies on their perpendicular bisector. They use these facts to create and verify proofs of the SSS, SAS, and ASA Congruence Theorems using rigid motion transformations. Students then explore some non-examples of congruence theorems (AAA and SSA). Students explore a problem at the beginning of the lesson which can be solved by creating congruent triangles at the end of the lesson.	<ul style="list-style-type: none"> A proof is a series of statements and corresponding reasons forming a valid argument that starts with a hypothesis and arrives at a conclusion. The Side-Side-Side (SSS) Congruence Theorem states: "If three sides of one triangle are congruent to the corresponding sides of another triangle, then the triangles are congruent." Corresponding parts of congruent triangles are congruent, abbreviated as CPCTC, is often used as a reason for stating congruences in geometric proofs after triangles have been proven congruent. The Side-Angle-Side (SAS) Congruence Theorem states: "If two sides and the included angle of one triangle are congruent to the corresponding sides and included angle of another triangle, then the triangles are congruent." The Angle-Side-Angle (ASA) Congruence Theorem states: "If two angles and the included side of one triangle are congruent to the corresponding angles and included side of another triangle, then the triangles are congruent." Triangle congruence theorems such as SSS, SAS, and ASA can be proven using rigid motion transformations.
3	I Never Forget a Face Using Triangle Congruence to Solve Problems	G.CO.6	3	Students use the criteria for triangle congruence they proved in the previous lesson—Side-Side-Side, Side-Angle-Side, and Angle-Side-Angle—to solve real-world and mathematical problems. Students learn that triangle congruence has been an important factor in developing computer face recognition techniques. They apply these techniques to a few problems and then use the triangle congruence criteria to determine whether two triangles are congruent—both for triangles presented on a coordinate plane and for triangles not on a coordinate plane.	<ul style="list-style-type: none"> The SSS, SAS, and ASA Congruence Theorems can be applied to solve real-world and mathematical problems. Congruent parts of triangles can be depicted from a diagram rather than stated. These can be instances where two triangles share a common side or angle. The SSS, SAS, and ASA Congruence Theorems can be applied to triangles on or off the coordinate plane.
Learning Individually with MATHia or Skills Practice		G.CO.7 G.CO.8 G.CO.10	1	Students practice writing and identifying triangle congruence statements. They watch an animation introducing the triangle congruence theorems and match images of pairs of triangles to the theorem by which they are proven congruent. They then create flowchart proofs of the triangle congruence theorems. MATHia Unit: Triangle Congruence MATHia Workspaces: Introduction to Triangle Congruence / Using Triangle Congruence	

Topic 2: Justifying Line and Angle Relationships

Students are introduced to formal geometric reasoning. They learn how to write formal proofs—flow chart, two-column and paragraph proofs, in addition to proof by construction and the algebraic proofs that they used previously—and then prove many of the conjectures that they made in the previous topic. Students begin by proving foundational theorems and then prove theorems related to angle pairs formed when parallel lines are intersected by a transversal. They prove conjectures about the angles on the interior and exterior of polygons and then focus on conjectures about the relationships between sides and angles in triangles. Finally, students prove theorems about angle relationships formed by chords and lines inside and outside of circles.

Standards: G.CO.9, G.CO.10, G.CO.11, G.C.2, G.C.3, G.C.4 **Pacing:** 16 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Proof Positive Forms of Proof	G.CO.9	3	Students apply real number properties to angle measures, line segments, and distances. Next, they informally use constructions to reason about a conditional statement. Students are introduced to flowchart and two-column proofs and analyze worked examples of both forms to prove the same statement. They then complete partial proofs to prove the Right Angle Congruence Theorem and the Congruent Supplement Theorem. Students analyze a flowchart proof of the Vertical Angle Theorem before writing a two-column proof for the same theorem using the Congruent Supplement Theorem. They use these theorems to determine unknown angle measures. Finally, students are introduced to paragraph proofs and demonstrate what they have learned using complete sentences.	<ul style="list-style-type: none"> The Addition Property of Equality, the Subtraction Property of Equality, the Reflexive Property, the Substitution Property, and the Transitive Property can be applied to angle measures, segment measures, and distances. A construction proof, two-column proof, flow chart proof, and paragraph proof are all acceptable forms of reasoning about geometric relationships. The Right Angle Congruence Postulate states: "All right angles are congruent." The Congruent Supplement Theorem states: "If two angles are supplements of the same angle or of congruent angles, then the angles are congruent." The Vertical Angle Theorem states: "Vertical angles are congruent."

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
2	A Parallel Universe Proving Parallel Line Theorems	G.CO.9	2	Students explore theorems related to parallel lines cut by a transversal, proving both that special angle pairs are congruent given parallel lines and the converse statements—that two lines are parallel given the congruence of special angle pairs. Students begin by proving the Corresponding Angles Theorem using what they know about translations, and they prove the remaining theorems in flowcharts and two-column format using definitions, postulates, and already proven theorems. Students continue to investigate the process of creating proofs, building proof plans to help them connect if/then statements using deductive reasoning.	<ul style="list-style-type: none"> The Corresponding Angle Theorem states: "If two parallel lines are cut by a transversal, then corresponding angles are congruent." The Corresponding Angle Converse Theorem states: "If two lines cut by a transversal form congruent corresponding angles, then the lines are parallel." The Same-Side Interior Angle Theorem states: "If two parallel lines are cut by a transversal, then same-side interior angles are supplementary." The Same-Side Interior Angle Converse Theorem states: "If two lines cut by a transversal form supplementary same-side interior angles, then the lines are parallel." The Alternate Interior Angle Theorem states: "If two parallel lines are cut by a transversal, then alternate interior angles are congruent." The Alternate Interior Angle Converse Theorem states: "If two lines cut by a transversal form congruent alternate interior angles, then the lines are parallel." The Same-Side Exterior Angle Theorem states: "If two parallel lines are cut by a transversal, then same-side exterior angles are supplementary." The Same-Side Exterior Angle Converse Theorem states: "If two lines cut by a transversal form supplementary same-side exterior angles, then the lines are parallel." The Alternate Exterior Angle Theorem states: "If two parallel lines are cut by a transversal, then alternate exterior angles are congruent." The Alternate Exterior Angle Converse Theorem states: "If two lines cut by a transversal form congruent alternate exterior angles, then the lines are parallel." The Perpendicular/Parallel Line Theorem states: "If two lines are perpendicular to the same line, then the two lines are parallel to each other."
3	Ins and Outs Interior and Exterior Angles of Polygons	G.CO.10	2	Students investigate the Triangle Sum Theorem and then prove the theorem using what they know about congruent angle pairs formed from parallel lines and a transversal. Students then explain how the Exterior Angle Theorem can be demonstrated using the same diagram as the one used to prove the Triangle Sum Theorem. Students generalize this activity to derive a formula that can be used to determine the sum of the interior angle measures of any polygon and also determine the sum of the exterior angle measures of any polygon. Finally, students demonstrate what they have learned in the lesson by solving a variety of mathematical problems.	<ul style="list-style-type: none"> The Triangle Sum Theorem states: "The sum of the measures of the interior angles of a triangle is equal to 180°." The Exterior Angle Theorem states: "The measure of the exterior angle of a triangle is equal to the sum of the measures of the two remote interior angles." The sum of the measures of the interior angles of a quadrilateral is equal to 360°. For a polygon with n sides, the sum of its interior angle measures is equal to $180(n - 2)^\circ$. For a regular polygon with n sides, the measure of each interior angle is equal to $180(n - 2)^\circ/n$. For a polygon with n sides, the sum of the measures of the exterior angles is equal to 360°.

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
4	Identical Twins Perpendicular Bisector and Isosceles Triangle Theorems	N.RN.2 G.CO.9 G.CO.10	2	Students use their knowledge of Side-Angle-Side (SAS), Side-Side-Side (SSS), or Angle-Side-Angle (ASA) Theorems to explain why pairs of triangles are congruent. The term CPCTC (corresponding parts of congruent triangles are congruent) is defined as a reason that can be used after two triangles are proved congruent. Students then investigate and prove the Perpendicular Bisector Theorem using CPCTC and analyze a worked example of its converse. They then use CPCTC to prove the Isosceles Triangle Base Angles Theorem and its converse. Students use the converse of the Perpendicular Bisector Theorem to demonstrate the 30°-60°-90° Triangle Theorem using algebra. They then use the Isosceles Triangle Base Angles Theorem to algebraically demonstrate the 45°-45°-90° Triangle Theorem. Finally, students reason about the Hypotenuse-Angle Theorem and the Angle-Angle-Side Congruence Theorem and solve a variety of mathematical and real-world problems using what they learned in the lesson.	<ul style="list-style-type: none"> The Perpendicular Bisector Theorem states: "The points on a perpendicular bisector of a line segment are equidistant from the segment's endpoints." The Perpendicular Bisector Converse Theorem states: "If a point is equidistant from the endpoints of a line segment, then the point lies on the perpendicular bisector of the line segment." The Isosceles Triangle Base Angles Theorem states: "If two sides of a triangle are congruent, then the angles opposite these sides are congruent." The Isosceles Triangle Base Angles Converse Theorem states: "If two angles of a triangle are congruent, then the sides opposite these angles are congruent." The 30°-60°-90° Triangle Theorem states: "The length of the hypotenuse in a 30°-60°-90° triangle is 2 times the length of the shorter leg, and the length of the longer leg is $\sqrt{3}$ times the length of the shorter leg." The 45°-45°-90° Triangle Theorem states: "The length of the hypotenuse in a 45°-45°-90° triangle is $\sqrt{2}$ times the length of a leg." The Hypotenuse-Angle (HA) Congruence Theorem states: "If the hypotenuse and an acute angle of one right triangle are congruent to the hypotenuse and an acute angle of another right triangle, then the two triangles are congruent." The Angle-Angle-Side (AAS) Congruence Theorem states: "If two angles and the non-included side of one triangle are congruent to two angles and the non-included side of another triangle, then the two triangles are congruent."

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
5	Corners in a Round Room Angle Relationships Inside and Outside Circles	G.C.2 G.C.3 G.C.4(+)	2	Students reason about arc measures associated with a clockface and conclude that the measures of two central angles of the same circle (or congruent circles) have corresponding congruent minor arcs. They use a two-column proof to prove one case of the Inscribed Angle Theorem and algebraic reasoning to prove the other two cases. Students then prove two theorems associated with inscribed polygons using the Inscribed Angle Theorem. Next, they explore and prove theorems for determining the measures of angles located on the inside and outside of a circle. They construct a tangent line to a circle from a point outside the circle. A proof by contradiction is provided to show a perpendicular relationship exists when the radius of a circle is drawn to a point of tangency. Finally, students use the theorems they have proven to determine the measures of arcs and angles of a circle.	<ul style="list-style-type: none"> The Arc Addition Postulate states: "The measure of an arc formed by two adjacent arcs is the sum of the measures of the two arcs." The measure of a central angle is equal to the measure of its intercepted arc. The Inscribed Angle Theorem states: "The measure of an inscribed angle is equal to half the measure of its intercepted arc." The Inscribed Right Triangle-Diameter Theorem states: "When a triangle is inscribed in a circle such that one side of the triangle is a diameter, the triangle is a right triangle." The Inscribed Quadrilateral-Opposite Angles Theorem states: "When a quadrilateral is inscribed in a circle, the opposite angles are supplementary." The Interior Angles of a Circle Theorem states: "If an angle is formed by two intersecting chords or secants of a circle such that the vertex of the angle is in the interior of the circle, then the measure of the angle is half of the sum of the measures of the arcs intercepted by the angle and its vertical angle." The Exterior Angles of a Circle Theorem states: "If an angle is formed by two intersecting chords or secants of a circle such that the vertex of the angle is in the exterior of the circle, then the measure of the angle is half of the difference of the measures of the arcs intercepted by the angle." The Tangent to a Circle Theorem states: "A line drawn tangent to a circle is perpendicular to a radius of the circle drawn to the point of tangency."

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
	Learning Individually with MATHia or Skills Practice	G.CO.1 G.CO.9	5	<p>Students identify given angle measures and justify their reasoning. They learn to write flowchart proofs and then convert them to two-column proofs. They calculate the measures of angles and sides in polygons and along parallel lines before writing formal proofs of the known relationships.</p> <p>MATHia Unit: Angle Properties MATHia Workspaces: Calculating and Justifying Angle Measures / Calculating Angle Measures</p> <p>MATHia Unit: Introduction to Proofs with Segments and Angles MATHia Workspaces: Introduction to Proofs / Completing Measure Proofs / Connecting Steps to Angle Proofs / Using Angle Theorems</p> <p>MATHia Unit: Lines Cut by a Transversal MATHia Workspaces: Classifying Angles Formed by Transversals / Calculating Angle Measures Formed by Transversals / Calculating Angles Formed by Multiple Transversals</p> <p>MATHia Unit: Parallel Lines Theorems MATHia Workspaces: Proving Parallel Lines Theorems / Proving the Converses of Parallel Lines Theorems</p> <p>MATHia Unit: Proving Triangles Congruent MATHia Workspaces: Proving Triangles Congruent Using SAS and SSS / Proving Triangles Congruent Using AAS and ASA</p> <p>MATHia Unit: Using Triangles Congruence MATHia Workspaces: Proving Theorems Using Congruent Triangles / Proving Triangle Theorems / Using Triangle Theorems</p> <p>MATHia Unit: Special Right Triangles MATHia Workspaces: Introduction to Special Right Triangles / Calculating the Lengths of Sides of Special Right Triangles</p> <p>MATHia Unit: Angles and Circles MATHia Workspaces: Determining Interior and Exterior Angles in Circles</p>	

1 Analyzing Structure

Pacing: 42 Days

Topic 1: Exploring and Analyzing Patterns

Exploring and Analyzing Patterns begins with opportunities for students to analyze and describe various patterns. Questions ask students to represent algebraic expressions in different forms and use algebra and graphs to determine whether they are equivalent. They identify linear, exponential, and quadratic functions using multiple representations. The three forms of a quadratic equation are reviewed, and students learn to write quadratic equations given key points before using a system to write a quadratic equation given any three points. Finally, students recall how to solve quadratic equations; they consider quadratic equations with no real roots; and they then solve quadratic functions with imaginary roots.

Standards: N.CN.1, N.CN.2, N.CN.7, N.CN.8 (+), N.CN.9 (+), A.SSE.1a, A.SSE.1b, A.SSE.2, A.APR.1, A.CED.1, A.CED.2, A.REI.4, A.REI.4a, A.REI.4b, A.REI.7, F.IF.4, F.IF.8, F.IF.9, F.BF.1a **Pacing:** 19 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Patterns: They're Grrrrrowing! Observing Patterns	F.IF.8	1	Tiling patterns on floors, keeping secrets, and patio designs are used to illustrate sequences described by observable patterns. Students will analyze sequences and describe observable patterns. They sketch other terms or designs in each sequence using their knowledge of the patterns, and then will answer questions relevant to the problem situation. In one situation, a table is used to organize data and help recognize patterns as they emerge.	<ul style="list-style-type: none"> Sequences are used to show observable patterns. Patterns are used to solve problems. Functions can be used to describe patterns.
2	The Cat's Out of the Bag! Generating Algebraic Expressions	A.SSE.1b A.CED.1 F.IF.4 F.IF.8 F.BF.1a	2	This lesson revisits the three scenarios from the previous lesson. Students will write equivalent algebraic expressions for the tile pattern of a square floor to determine the number of new tiles that must be added to create the next square tile design. They then show that the expressions are equivalent using the distributive property and combining like terms. In the second activity, equivalent expressions are written to represent the exponential situation for keeping secrets. Students then prove the expressions to be equivalent algebraically and graphically. Next, using the patio design situation, students will determine the number of squares in the next two patio designs and write equivalent expressions that determine the total number of squares in any given design. Again, the expressions are proven equivalent algebraically and graphically. The last activity summarizes the lesson using a geometric pattern.	<ul style="list-style-type: none"> Two or more algebraic expressions are equivalent if they produce the same output for all input values. You can use the properties of a graph to prove two algebraic expressions are equivalent.
3	Samesies Comparing Multiple Representations of Functions	A.SSE.1b A.CED.1 F.IF.8 F.IF.9	2	The terms relation, function, and function notation are defined in this lesson. A sorting activity is presented that includes graphs, tables, equations, and contexts. Students sort the various representations into groups of equivalent relations. The various representations are then categorized with respect to their function families. Students then analyze a tile pattern and use a table to organize data, which leads to discovering additional patterns. Next, they create expressions that represent the number of white, gray and total tiles for any given design. Within the context of the problem situation, students use algebra to show different functions are equivalent and to identify them as quadratic functions.	<ul style="list-style-type: none"> A relation is a mapping between a set of input values and a set of output values. A function is a relation such that for each element of the domain there exists exactly one element in the range. Function notation is a way to represent functions algebraically. The function $f(x)$ is read as "f of x" and indicates that x is the input and $f(x)$ is the output. Tables, graphs, and equations are used to model function and non-function situations. Equivalent expressions can be determined algebraically and graphically. Graphing technology can be used to verify equivalent function representations.

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
4	True to Form Forms of Quadratic Functions	A.SSE.1a A.SSE.2 A.APR.1 A.CED.1 A.CED.2 F.IF.4 F.IF.9 F.BF.1a	2	Students match quadratic equations with their graphs using key characteristics. The standard form, the factored form, and the vertex form of a quadratic equation are reviewed as is the concavity of a parabola. Students then sort each of the equations with their graphs depending on the form in which the equation is written, while identifying key characteristics of each function such as the axis of symmetry, the x-intercept(s), concavity, the vertex, and the y-intercept. Next, students analyze graphs of parabolas in relation to a pair of numberless axes and select possible functions that could model the graph. A worked example shows that a unique quadratic function is determined when the vertex and a point on the parabola are known, or the roots and a point on the parabola are known. Students are given information about a function and use it to determine the most efficient form (standard, factored, vertex) to write the function. They then use the key characteristics of a graph and reference points to write a quadratic function, if possible. Finally, students analyze a worked example that demonstrates how to write and solve a system of equations to determine the unique quadratic function given three points on the graph. They then use this method to determine the quadratic function that models a problem situation and use it to answer a question about the situation.	<ul style="list-style-type: none"> The standard form of a quadratic function is written as $f(x) = ax^2 + bx + c$, where a does not equal 0. The factored form of a quadratic function is written as $f(x) = a(x - r_1)(x - r_2)$, where a does not equal 0. The vertex form of a quadratic function is written as $f(x) = a(x - h)^2 + k$, where a does not equal 0. The concavity of a parabola describes whether a parabola opens up or opens down. A parabola is concave down if it opens downward, and is concave up if it opens upward. A graphical method to determine a unique quadratic function involves using key points and the vertical distance between each point in comparison to the points on the basic function. An algebraic method to determine a unique quadratic function involves writing and solving a system of equations, given three reference points.
5	The Root of the Problem Solving Quadratic Equations	A.REI.4 A.REI.4a A.REI.4b A.REI.7	2	Students solve quadratic equations of the form $y - ax^2 + bx + c$. They first factor trinomials and use the Zero Product Property. Students then use the method of completing the square to determine the roots of a quadratic equation that cannot be factored. They use the Quadratic Formula to solve problems in real-world and mathematical problems. Finally, students solve a system composed of two quadratic equations using substitution and factoring.	<ul style="list-style-type: none"> One method of solving quadratic equations in the form $0 = ax^2 + bx + c$ is to factor the trinomial expression and use the Zero Product Property. When a quadratic equation in the form $0 = ax^2 + bx + c$ is not factorable, completing the square is an alternative method of solving the equation. The Quadratic Formula, $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$, can be used to solve to any quadratic equation written in general form, $0 = ax^2 + bx + c$, where a, b, and c represent real numbers and a (not equal to) 0. A system of equations containing two quadratic equations can be solved algebraically and graphically. The Quadratic Formula, substitution, and factoring are used to algebraically solve systems of equations. A system of equations containing two quadratic equations may have no solution, one solution, two solutions, or infinite solutions.

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
6	<i>i</i> Want to Believe Imaginary and Complex Numbers	N.CN.1 N.CN.2 N.CN.7 N.CN.8 (+) N.CN.9 (+) A.REI.4b	2	Students begin by analyzing a quadratic function that does not cross the x -axis and use the Properties of Equality and square roots to solve the corresponding equation for its roots. Students are introduced to the number i , imaginary roots, imaginary zeros, and the complex number system. They use a complex coordinate plane to plot complex numbers and then use the graphical representation to understand how to add, subtract, and multiply complex numbers. Students solve quadratic equations with complex solutions using any method of their choosing. Finally, the Fundamental Theorem of Algebra is introduced, and students analyze graphs to determine the number of real and imaginary roots each corresponding quadratic equation has.	<ul style="list-style-type: none"> Equations with no solution in one number system may have solutions in a larger number system. The number i is a number such that $i^2 = -1$. The set of complex numbers is the set of all numbers written in the form $a + bi$, where a and b are real numbers and b is not equal to 0. The Commutative Property, the Associative Property, and Distributive Properties apply to complex numbers. Functions that do not intersect the x-axis have imaginary zeros. When the discriminant of a quadratic equation is a negative number, the equation has two imaginary roots. The Fundamental Theorem of Algebra states that any polynomial equation of degree n must have n complex roots or solutions.
	Learning Individually with MATHia or Skills Practice	A.SSE.1 A.SSE.1b A.SSE.2 A.REI.4b F.IF.4 F.BF.3	8	<p>Students watch a video and analyze three different patterns to generate linear, exponential, and quadratic algebraic expressions. They review three familiar function families—linear, quadratic, and exponential. They practice matching the equation of a function and the graph of a function to one of these function families. Students then identify key characteristics from the graph of a function, such as the intercepts, minimum and maximum x-values, minimum and maximum y-values, domain, and range. They use Explore Tools to investigate transformations of linear, exponential, and quadratic functions, including horizontal and vertical translations and dilations. Students use the Explore Tools to solve real-world problems modeling changes to an exponential function describing doubling and to a quadratic function describing the height of a jump. Students sort functions based upon whether they are written in standard, factored, or vertex form. They identify the concavity and y-intercept from functions in standard form, the concavity and x-intercepts from functions in factored form, and the concavity, vertex, and axis of symmetry from functions in vertex form. Given graphs, they use key characteristics to select the function that generates the graph. Students complete a table of values and graph from a scenario represented by a quadratic model. They construct the quadratic function for the scenario as a product of a monomial and a binomial or as the product of two binomials. They watch an animation introducing them to the imaginary number line and its relation to the real number line. They then practice identifying real and imaginary numbers through the sorting tool. Next, students are introduced to complex numbers and practice identifying them on the complex plane. They simplify radical expressions that result in complex numbers, identify expressions that are equivalent to i, -1, $-i$, and 1, and use the definition of i to rewrite higher powers of i. Students add, subtract, and multiply complex numbers. Finally, students solve quadratic equations, some of which have real solutions and some of which have complex solutions.</p> <p>MATHia Unit: Searching for Patterns MATHia Workspaces: Exploring and Analyzing Patterns / Comparing Familiar Function Representations</p> <p>MATHia Unit: Graphs of Functions MATHia Workspaces: Identifying Key Characteristics of Graphs of Functions / Transforming Functions</p> <p>MATHia Unit: Forms of Quadratic Functions MATHia Workspaces: Examining the Shape and Structure of Quadratic Functions / Quadratic Modeling / Quadratic Equation Solving / Quadratic Transformations</p> <p>MATHia Unit: Operations with Complex Numbers MATHia Workspaces: Introduction to Complex Numbers / Simplifying Radicals with Negative Radicands / Simplifying Powers of i / Adding and Subtracting Complex Numbers / Multiplying Complex Numbers / Solving Quadratic Equations with Complex Roots</p>	

Topic 2: Composing and Decomposing Functions

Composing and Decomposing Functions introduces students to the concept of building new functions on the coordinate plane by operating on or translating functions. They build physical models of real-world scenarios and use what they know about linear functions to model linear dimensions. Students multiply these functions to build a quadratic function graphically and algebraically. Using what they already know about function transformations, students transform functions by variable amounts to build cubic functions. Students then consider new physical models and build cubic functions by multiplying three linear factors and by multiplying a linear factor by a quadratic factor. They are finally introduced to multiplicity, and they use the zero(s) of each factor and the signs of each linear function over given intervals of the x -value to sketch the graphs of functions.

Standards: N.CN.9 (+), A.SSE.1b, A.APR.1, A.APR.3, A.REI.10, A.REI.11, F.IF.4, F.IF.5, F.IF.7a, F.IF.7c, F.BF.3, G.GMD.3 **Pacing:** 10 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Blame It on the Rain Modeling with Functions	A.SSE.1b A.APR.3 A.REI.11	1	This lesson presents a storm drain problem situation. Students use this situation to calculate the length of the drain, the width of the drain, and the maximum cross-sectional area of the drain in two different situations. They create tables of values, equations, and graphs to represent each situation. Students then identify the function that represents the cross-sectional area of the drain as quadratic and the two factors that represent the length and width of the drain as linear. Students analyze the graph by relating the intercepts and axis of symmetry to this problem situation. Students learn the steps of the mathematical modeling process and describe how they use these steps in modeling the drain problem.	<ul style="list-style-type: none"> Tables, graphs, and equations can be used to model real-world situations. A function created by the product of two linear factors is a quadratic function. The steps of the modeling process are Notice and Wonder, Organize and Mathematize, Predict and Analyze, and Test and Interpret.
2	Folds, Turns, and Zeros Transforming Function Shapes	F.IF.7c F.BF.3	1	In this lesson, students dilate functions by non-constant values in order to create higher degree functions. They begin by adding the function $y = x$ to the constant function $y = 3$ and interpret that operation as a translation of all the points on the horizontal line $y = 3$ by x , or the x -coordinate of each point. Students observe the change in the function produced by the translation and identify the points that did not move, along with the zeros. Students then dilate linear functions with both positive and negative slopes by x and observe how the quadratic function is formed in each case. Again, students analyze how the new zeros are created by each transformation and observe how the factor functions affect the intervals of increase and decrease of the product functions. Students repeat this analysis when dilating a quadratic, or degree-2, function to create a degree-3 function. Finally, students summarize what they have observed regarding dilations, linear factors, zeros, and the	<ul style="list-style-type: none"> Functions can be translated and dilated by non-constant values, which apply a different transformation to each point of the function. The linear factors of a function indicate the locations of the zeros of the function composed of those functions. When a linear function is dilated vertically by multiplying the function by another linear function, the resulting function is a degree-2 function. When a quadratic function is dilated vertically by multiplying the function by a linear function, the resulting function is a degree-3 function. The graph of a function behaves differently at zeros described by linear factors and factors of degree 2. The linear factors of a function can be used to sketch the graph of a function.

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
3	Planting the Seeds Exploring Cubic Functions	A.REI.10 F.IF.4 F.IF.5 F.IF.7a F.IF.7c G.GMD.3	2	A rectangular sheet of copper is used to create planters if squares are removed from each corner of the sheet and the sides are then folded upward. Students analyze several sizes of planters and calculate the volume of each size. They then write a volume function in terms of the height, length, and width and graph the function using a graphing calculator. Using key characteristics, students analyze the graph. They differentiate the domain and range of the problem situation from the domain and range of the cubic function. The second activity is similar, but uses a cylindrical planter.	<ul style="list-style-type: none"> Cubic functions can be used to model real-world contexts such as volume. The general form of a cubic function is written as $f(x) = ax^3 + bx^2 + cx + d$, where $a \neq 0$. A relative maximum is the highest point in a particular section of a graph, while a relative minimum is the lowest point in a particular section of a graph. A cubic function may be created by the product of three linear functions or the product of a quadratic function and a linear function.
4	The Zero's the Hero Decomposing Cubic Functions	N.CN.9 (+) A.APR.1 A.APR.3 F.IF.7a F.IF.7c	2	Students investigate the multiplicity of the zeros of a polynomial function. They use these zeros, with multiplicity, to show the decompositions of quadratic and cubic functions into their linear and quadratic factors and reconstruct the product functions using these factors. Students review multiplying binomials in order to build polynomial expressions algebraically as well as graphically. They compare degree-1, degree-2, and degree-3 equations.	<ul style="list-style-type: none"> The Fundamental Theorem of Algebra states that a degree n polynomial has, counted with multiplicity, exactly n zeros. The Zero Product Property states that if the product of two or more factors is equal to zero, then at least one factor must be equal to zero. The graph of a function written in factored form and the graph of a function written in general form is the same graph when the functions are equivalent. Graphing is a strategy used to determine whether functions are equivalent. The product of three linear functions is a cubic function, and the product of a quadratic function and a linear function is a cubic function. Quadratic and cubic functions can be decomposed and analyzed in terms of their zeros.
Learning Individually with MATHia or Skills Practice		A.APR.1 A.APR.3 F.IF.4 F.IF.5 F.BF.1b	4	Students solve two contextual problems involving cubic functions. They first use a function to solve for the dependent variable, then use the graph to solve for the independent variable, and finally interpret a minimum or maximum point. Students explore power functions, concentrating on cubics and quartics and the key characteristics of end behavior and extrema. They determine end behavior based upon the function's degree and the sign of its leading term. They use graphs to determine extrema, relative maxima and minima, and absolute maxima and minima. Students classify graphs of polynomial functions by their key characteristics. Given graphs in and out of context, they interpret the meaning of relative maximum and minimum points, y-intercepts, x-intercepts, and increasing and decreasing intervals. Students are then introduced to real zeros, imaginary zeros, and zeros with multiplicity. They identify the number and types of zeros given graphs of cubic and quartic functions. For each given graph, they select the function that represents the graph based upon its degree and a-value; in one case, differentiation between the number of zeros is also required. Finally, given two polynomial functions in different representations—equation, graph, table, or description—with a contextual or non-contextual scenario, students compare the functions' degrees, extrema, rates of change, or zeros over a specific interval. MATHia Unit: Graphs of Polynomial Functions MATHia Workspaces: Modeling Polynomial Functions	

Topic 3: Characteristics of Polynomial Functions

Students explore power functions to gain an understanding of end behavior and symmetry and their connection to even-degree and odd-degree functions. They then explore even and odd functions and determine whether several polynomial functions are even, odd, or neither. Questions ask students to graph, write, and explain the effects of transformations on cubic functions, and then draw conclusions about how symmetry is preserved in transformed functions. Questions ask students to compare and contrast the various polynomials to understand all the possible shapes and key characteristics for linear, quadratic, cubic, quartic, and quintic functions.

Standards: A.APR.3, A.CED.3, A.REI.11, F.IF.4, F.IF.6, F.IF.7c, F.IF.9, F.BF.1b, F.BF.3 **Pacing:** 13 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	So Odd, I Can't Even Power Functions	F.IF.7c F.BF.3	1	This lesson focuses on power functions described by the equation $P(x) = ax^n$. Students generalize the end behavior of even-degree and odd-degree power functions and sketch the graphs of power functions with negative coefficients. They explore the symmetry of graphs, concluding that even functions have line symmetry about $x = 0$ and odd functions have point symmetry about the origin. Students explore even and odd functions and determine algebraically whether given polynomial functions are even, odd, or neither.	<ul style="list-style-type: none"> A power function is a function of the form $P(x) = ax^n$, where n is a non-negative integer. For both odd- and even- degree functions, the graphs flatten as the degree increases for x-values between -1 and 1, and the graphs steepen as the degree increases for x-values less than -1 and greater than 1. The end behavior of a graph of a function is the behavior of the graph as x approaches infinity and as x approaches negative infinity. If a graph is symmetric about a line, the line divides the graph into two identical parts. A function is symmetric about a point if each point on the graph has a point the same distance from the central point, but in the opposite direction. When a point of symmetry is the origin, the graph is reflected across the x-axis and the y-axis. If (x, y) is replaced with $(-x, -y)$, the function remains the same. The graph of an even function is symmetric about the y-axis, thus $f(x) = f(-x)$. The graph of an odd function is symmetric about the origin, thus $f(x) = -f(-x)$.
2	Math Class Needs a Makeover Transformations of Polynomial Functions	F.BF.3	2	Using a table of values, reference points and symmetric properties, students will graph quadratic and cubic functions. Students recall the transformational function form $g(x) = A(f(B(x - C)) + D)$, and they use transformations to graph polynomial functions, write equations for these functions, and explain the effects of the transformations. The general form of a polynomial function is given, and quartic and quintic functions are defined. Students use the graphs of functions to determine whether the functions are odd, even, or neither. Tables are used to organize the effects of transformations on the basic cubic and quartic functions as well as simple polynomial functions. Graphs of functions that have undergone multiple transformations are given, and students write the appropriate equation to describe each graph.	<ul style="list-style-type: none"> A quartic function is a fourth degree polynomial function, and a quintic function is a fifth degree polynomial function. The function $g(x) = A(f(B(x - C)) + D)$ is the transformation function form, where the constants A and D affect the output values of the function and the constants B and C affect the input values of the function. The general shape and end behavior is the same for all odd-degree power functions, and the general shape and end behavior is the same for all even-degree power functions. The graph of even functions are symmetric about the y-axis. The graph of odd functions are symmetric about the origin. Some transformations affect the symmetry of the polynomial function.

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
3	Poly-Wog Key Characteristics of Polynomial Functions	A.APR.3 F.IF.4	2	Students analyze a quartic regression equation and the corresponding graph. They use the graph to state all relative maximums, relative minimums, absolute maximums, and absolute minimums of the function. Students then use graph parts to investigate key characteristics of polynomial functions with given end behavior. Next, students analyze tables listing all the possible combinations of real and imaginary zeros for a linear, quadratic, and cubic function, along with examples of graphs with the given combination of zeros. They then complete similar tables for a quartic and a quintic function. Finally, students are given sets of specific key characteristics and sketch a graph that encompasses these aspects for each situation when possible.	<ul style="list-style-type: none"> A polynomial with an even power has end behavior that is the same in both directions. A polynomial with an odd power has end behavior that is opposite in each direction. An nth-degree odd polynomial has zero or an even number of extrema. An nth-degree even polynomial has an odd number of extrema. In either case, the maximum number of extrema is $n - 1$. A polynomial function changes direction at each of its extrema. For that reason, the number of extrema and the number of changes of direction in the graph of the function are equal. A polynomial with an even power has an even number of intervals of increase or decrease. A polynomial with an odd power has an odd number of intervals of increase or decrease. The combination of real and imaginary roots of a polynomial function are equal to the degree of the polynomial and can be used to help determine the shape of its graph.
4	Function Construction Building Cubic and Quartic Functions	A.APR.3 F.IF.7c F.BF.1b	2	Students analyze a set of linear and quadratic functions. They compose these functions to build cubic functions, given the three zeros of the function or other key characteristics of the function. Students reason that a cubic function may have 0 or 2 imaginary zeros and that multiple cubic functions can be written from a given set of zeros. Next, they describe different combinations of function types that build a quartic function. Students analyze tables representing three functions and determine whether the third function is quartic and identify the number of real and imaginary zeros and the end behavior of the function. Finally, they analyze a set of linear, quadratic, and cubic functions. Students sketch a combination of these functions whose product builds a quartic function when possible, given specific criteria. They build a polynomial function given a set of zeros and given a graph, describing the characteristics of the function and comparing both processes.	<ul style="list-style-type: none"> Cubic functions can be the product of three linear functions or the product of a quadratic function and a linear function. A cubic function may have 0 or 2 imaginary zeros. Quartic functions can be the product of four linear functions, two quadratic functions, a quadratic function and two linear functions, or a cubic function and a linear function. A quartic function may have 0, 2, or 4 imaginary zeros. An infinite number of functions can be written from a given set of zeros. A unique function can be written from the graph of a function. Functions of degree n are composed of factors whose degree sum to n. A polynomial function may have a combination of real and imaginary zeros.
5	Level Up Analyzing Polynomial Functions	A.CED.3 A.REI.11 F.IF.4 F.IF.6	1	A cubic function is used to model the profit of a business over a period of time. Students analyze the graph using key characteristics, and then use the graph to answer questions relevant to the problem situation. The average rate of change of a function is defined, and a worked example demonstrates how to calculate the average rate of change for a specified time interval, and students calculate an average rate of change over a different time interval.	<ul style="list-style-type: none"> The average rate of change of a function is the ratio of the change in the dependent variable to the change in the independent variable over a specified interval. The formula for average rate of change is $f(b) - f(a) / b - a$ for an interval (a, b). The expression $b - a$ represents the change in the input of the function f. The expression $f(b) - f(a)$ represents the change in the function f as the input changes from a to b.

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
6	To a Greater or Lesser Degree Comparing Polynomial Functions	F.IF.9	2		<ul style="list-style-type: none"> Polynomial functions can be compared using graphs, tables, and equations. Analyzing key characteristics of polynomial functions allows for comparison of the functions.
Learning Individually with MATHia or Skills Practice		A.APR.3 F.IF.6	3	Students sketch third- and fourth-order polynomial functions. They are then provided the formula for the average rate of change for non-linear functions. The formula determines the rate of change of the line segment connecting the endpoints of a specified interval. Students estimate the average rate of change of polynomial functions for a specified interval when given a graph. They then use the formula to calculate the average rate of change of polynomial functions for a specified interval when given a graph. Finally, given two polynomial functions in different representations—equation, graph, table, or description—students compare the functions' degrees, extrema, rates of change, or zeros over a specific interval. MATHia Unit: Graphs of Polynomial Functions MATHia Workspaces: Analyzing Polynomial Functions / Classifying Polynomial Functions / Interpreting Key Features of Graphs in Terms of Quantities / Identifying Key Characteristics of Polynomial Functions / Identifying Zeros of Polynomials / Using Zeros to Sketch a Graph of Polynomial / Understanding Average Rate of Change of Polynomial Functions / Comparing Polynomial Functions in Different Forms	

2 Developing Structural Similarities

Pacing: 37 Days

Topic 1: Relating Factors and Zeros

This topic presents opportunities for students to analyze, factor, solve, and expand polynomial functions. Relating Factors and Zeros begins with students expanding their knowledge of factoring quadratics to include polynomials. They use factors to determine zeros and sketch graphs of the functions. Students learn to divide polynomials using two methods and to expand on this knowledge to determine whether a divisor is a factor of the dividend. In addition, they determine that polynomial functions, just like the integers, are closed under addition, subtraction, and multiplication but not division. Finally, students solve polynomial inequalities graphically and algebraically.

Standards: A.APR.3, A.CED.3, A.REI.11, F.IF.4, F.IF.6, F.IF.7c, F.IF.9, F.BF.1b, F.BF.3 **Pacing:** 10 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Satisfactory Factoring Factoring Polynomials to Identify Zeros	N.CN.8 (+) A.SSE.2 A.APR.3 F.IF.8a	2	Students recall factors of whole numbers in preparation for determining factors of polynomials. Methods of factoring polynomials are introduced, such as factoring out the Greatest Common Factor (GCF), chunking, recognizing perfect square trinomials, factoring by grouping, and factoring in quadratic form. Worked examples are used throughout the lesson to show the steps involved using the methods. Students write polynomials in factored form over the set of real numbers and over the set of complex numbers. They also determine the most efficient method of factoring several polynomials and explain their reasoning.	<ul style="list-style-type: none"> The graphs of all polynomials that have a monomial GCF that includes a variable will pass through the origin. Analyzing the structure of a polynomial may help you determine which factoring method may be most helpful. Chunking is a method of factoring a polynomial in quadratic form that does not have common factors in all terms. Using this method, the terms are rewritten as a product of 2 terms, the common term is substituted with a variable, and then it is factored as is any polynomial in quadratic form. Factoring a perfect square trinomial can occur in two forms: $a^2 - 2ab + b^2 = (a - b)^2$ or $a^2 + 2ab + b^2 = (a + b)^2$ Factoring by grouping is a method of factoring a polynomial that has four terms in which not all terms have a common factor. The terms can be first grouped together in pairs that have a common factor, and then factored again. Factoring by using quadratic form is a method of factoring a polynomial of degree 4 of the form, $ax^4 + bx^2 + c$. Factoring the difference of squares is in the form: $a^2 - b^2 = (a + b)(a - b)$.
2	Divide and Conquer Polynomial Division	N.CN.8 (+) A.SSE.1a A.SSE.2 A.SSE.3a A.APR.1 A.APR.2	2	The algebraic representation of a cubic function is given and its graph is shown. Students determine the real factor of the function from the graph. They reason that the other factor must be a quadratic function with imaginary zeros, but they cannot represent it algebraically yet. A worked example of polynomial long division is provided and students determine the quadratic function that is the other factor. They distinguish between factoring over the real and the complex number system by determining the imaginary zeros of the quadratic function and rewriting the cubic function as a product of linear factors. Next, students investigate what the remainder means in terms of polynomial division. The Remainder Theorem is stated and students use the theorem to answer questions involving polynomial division with remainders. Finally, a worked example of synthetic division is provided. Students use the algorithm to determine the quotient in several problems.	<ul style="list-style-type: none"> Factors of polynomials divide into a polynomial without a remainder. A polynomial equation of degree n has n roots over the complex number system and can be written as the product of n factors of the form $(ax + b)$. Polynomial long division is an algorithm for dividing one polynomial by another of equal or lesser degree. Synthetic division is a shortcut method for dividing a polynomial by a linear expression of the form $(x - r)$. The Factor Theorem states that a polynomial function $p(x)$ has $x - r$ as a factor if and only if the value of the function at r is 0, or $p(r) = 0$. The Remainder Theorem states that when any polynomial equation or function $f(x)$ is divided by a linear expression of the form $(x - r)$, the remainder is $R = f(r)$ or the value of the function when $x = r$. The difference of cubes can be written in factored form as: $a^3 - b^3 = (a - b)(a^2 + ab + b^2)$. The sum of cubes can be written in factored form as: $a^3 + b^3 = (a + b)(a^2 - ab + b^2)$.

*Pacing listed in 45-minute days

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Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
3	Closing Time The Closure Property	A.APR.1	1	Students review the four basic operations over the set of natural numbers, whole numbers, integers, rational numbers, and irrational numbers and determine which operations are closed and not closed over which sets of numbers. They determine that integers and polynomials are not closed under division. The concept of polynomials closed under an operation is defined and students then prove that polynomials are closed under addition, subtraction, and multiplication. Students compare polynomials and use multiple representations to analyze and compare polynomial functions.	<ul style="list-style-type: none"> When an operation is performed on any number or expression in a set and the result is in the same set, it is said to be closed under that operation. Polynomials are closed under addition, subtraction, and multiplication. Polynomials are not closed under division.
4	Unequal Equals Solving Polynomial Inequalities	A.CED.1 A.CED.3	1	Solving polynomial inequalities is very much like solving linear inequalities. Students solve polynomial inequalities both graphically and algebraically. Problem situations include profit models, vertical motion, glucose levels in the bloodstream, and volume. Graphing calculators are used in this lesson.	<ul style="list-style-type: none"> Solving polynomial inequalities is similar to solving linear inequalities. The solutions to a polynomial inequality are intervals of x-values that satisfy the inequality.
Learning Individually with MATHia or Skills Practice		A.APR.1	4	Students add and subtract higher order polynomials. They determine which factor table is appropriate for a given problem, set up the table, and then use the table to multiply polynomials. Students then use synthetic division as an efficient method to divide a higher-order polynomial by a linear divisor. They factor quadratic expressions using all known factoring methods. Students see the algebraic representations that determine the graphs of polynomial functions and make a connection between $f(x) = 0$ and a polynomial equation set equal to zero. They begin to solve polynomial equations by seeing both graphical and algebraic methods for the same equation. Students then focus on cubic functions with multiple or imaginary zeros. They practice solving quartic equations using these same skills. Finally, students solve polynomial inequalities graphically. MATHia Unit: Polynomial Operations MATHia Workspaces: Using a Factor Table to Multiply Polynomials / Multiplying Polynomials / Solving Quadratic Equations by Factoring / Synthetic Division MATHia Unit: Solving Polynomials MATHia Workspaces: Factoring Higher Order Polynomials / Solving Polynomial Functions	

Topic 2: Polynomial Models

In Polynomial Models, students use the concept of equality to express mathematical relationships using different representations. They begin by exploring polynomial identities, which are useful for showing the relationship between two seemingly unrelated expressions. Polynomial identities are used to perform calculations, verify Euclid's Formula, and generate Pythagorean triples. Students then explore patterns in Pascal's Triangle and use it to expand powers of binomials. They apply the Binomial Theorem and its combinatorics as an alternative method to expand powers of binomials. Finally, they move between function representations as they apply polynomial regressions to represent data in context.

Standards: A.APR.4, A.APR.5 (+), A.CED.3, F.IF.4, F.IF.5, F.BF.1, S.ID.6a **Pacing:** 6 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	Not a Case of Mistaken Identity Exploring Polynomial Identities	A.APR.4	1	Polynomial identities such as $(a + b)^2$, $(a - b)^2$, $a^2 - b^2$, $(a + b)^3$, $(a - b)^3$, $a^3 + b^3$, and $a^3 - b^3$ are used to perform calculations involving large numbers without a calculator. Euclid's Formula is stated and used to generate Pythagorean triples. In the last activity, students verify algebraic statements by transforming one side of the equation to show that it is equivalent to the other side of the equation.	<ul style="list-style-type: none"> Polynomial identities such as $(a + b)^2 = a^2 + 2ab + b^2$ can be used to help perform calculations with large numbers. Euclid's Formula can be used to generate Pythagorean triples given positive integers r and s, where $r > s$: $(r^2 + s^2)^2 = (r^2 - s^2)^2 + (2rs)^2$.
2	Elegant Simplicity Pascal's Triangle and the Binomial Theorem	A.APR.5 (+)	1	Students analyze and extend the patterns in the rows of Pascal's Triangle. They then explore a use of Pascal's Triangle when raising a binomial to a positive integer. Students expand several binomials using Pascal's Triangle. The combination formula is given and technology and Pascal's Triangle are used to calculate combinations. The Binomial Theorem is stated and students use it to expand $(a + b)^{15}$. Finally, students expand several binomials with coefficients other than 1.	<ul style="list-style-type: none"> The Binomial Theorem states that it is possible to extend any power of $(a + b)$ into a sum of the form: $(a + b)^n = \binom{n}{0} a^n b^0 + \binom{n}{1} a^{n-1} b^1 + \binom{n}{2} a^{n-2} b^2 + \dots + \binom{n}{n-1} a^1 b^{n-1} + \binom{n}{n} a^0 b^n$ The formula for a combination of k objects from a set of n objects for $n \geq k$ is: $\binom{n}{k} = \frac{n!}{k!(n-k)!}$
3	Modeling Gig Modeling with Polynomial Functions and Data	A.CED.3 F.IF.4 F.IF.5 F.BF.1 S.ID.6a	2	Traffic patterns in a downtown area, the federal minimum wage, monthly precipitation, and inflation are contexts modeled by polynomial functions. Data are organized in a table of values for each situation, and students use technology to create a scatter plot and determine polynomial regression equations. The coefficient of determination is used to determine which regression equation best describes the data. The regression equations are used to make predictions, and students then construct graphs to represent different periods of time.	<ul style="list-style-type: none"> A regression equation is a function that models the relationship between two variables in a scatter plot. The coefficient of determination, or R^2, measures the strength of the relationship between the original data and their regression equation. The value ranges from 0 to 1 with a value of 1 indicating a perfect fit between the regression equation and the original data. Regression equations can be used to make predictions about future events.
Learning Individually with MATHia or Skills Practice		A.APR.1	2	Students can continue the development of factoring and solving polynomials through the MATHia aligned to the previous topic. MATHia Unit: Polynomial Models MATHia Workspaces: Pascal's Triangle / Binomial Theorem / Exploring Polynomial Regression / Solving Polynomial Inequalities	

Topic 3: Rational Functions

Students analyze, graph, and transform rational functions. The topic begins with an analysis of key characteristics of rational functions and graphs. Lessons then expand on this knowledge to transform rational functions. Students determine whether graphs of rational functions have vertical asymptotes, removable discontinuities, both, or neither, and then sketch graphs of rational functions detailing any holes and/or asymptotes. They then explore problem situations modeled by rational functions and answer questions related to each scenario. Rational Functions provides opportunities for students to connect their knowledge of operations with rational numbers to operations with rational expressions. They conclude that rational expressions are similar to rational numbers and are closed under all the operations. Students then write and solve rational equations and list restrictions, considering efficient ways to operate with rational expressions and to solve rational equations based on the structure of the original equation. The topic closes with problems related to work, mixture, cost, and distance.

Standards: A.SSE.2, A.APR.6, A.APR.7 (+), A.CED.1, A.REI.1, A.REI.2, A.REI.11, F.IF.5, F.IF.7d (+), F.BF.3, G.MG.2 **Pacing:** 21 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	There's a Fine Line Between a Numerator and a Denominator Introduction to Rational Functions	F.IF.7d (+)	2	Students explore and compare the graphs, tables, and values of two basic functions, $f(x) = x$ and $g(x) = x^2$, and their reciprocal functions, $g(x) = 1/x$ and $f(x) = 1/x^2$. Technology is used to explore the key characteristics of the reciprocals of all power functions, including horizontal and vertical asymptotes. Students then construct a Venn diagram to show the similarities and differences between the groups of reciprocal power functions.	<ul style="list-style-type: none"> A rational function is any function that can be written as the ratio of two polynomials. It can be written in the form $f(x) = P(x)/Q(x)$, where $P(x)$ and $Q(x)$ are polynomial functions, and $Q(x) \neq 0$. The reciprocals of power functions are rational functions. A vertical asymptote is a vertical line that a function gets closer and closer to, but never intersects. The reciprocals of all power functions have a vertical asymptote at $x = 0$, a horizontal asymptote at $y = 0$, and a domain of all real numbers except $x \neq 0$. The reciprocals of power functions with an exponent that is an even number lie in Quadrants I and II, and their range is $y > 0$. The reciprocals of power functions with an exponent that is an odd number lie in Quadrants I and III, and their range is all real numbers except y (not equal to) 0.
2	Approaching Infinity Transformations of Rational Functions	F.BF.3	2	Students explore transformations of rational functions. Without using technology, students sketch several rational functions and indicate the domain, range, vertical and horizontal asymptotes, and the y-intercept. They then match or sketch transformed rational functions with their graphs and vice versa.	<ul style="list-style-type: none"> Translations of a rational function $f(x)$ are given in the form $g(x) = A/f(B(x - C)) + D$, where a negative A-value reflects $f(x)$ vertically, the D-value translates $f(x)$ vertically, and a C-value translates $f(x)$ horizontally. The C-value affects the vertical asymptote. The vertical asymptote affects the domain. The D-value affects the horizontal asymptote. The horizontal asymptote affects the range. Vertical asymptotes of a rational function can be determined by identifying values of x for which the denominator equals 0. The reciprocal of a function of degree n can have at most n vertical asymptotes.

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
3	There's a Hole in My Function! Graphical Discontinuities	F.IF.7d (+) F.IF.8a	2	Students match rational functions with their graphs and recognize that functions with a common factor in the numerator and denominator have removable discontinuities in their graphs, whereas functions that have undefined values in the denominator have vertical asymptotes. They graph several rational functions containing holes or asymptotes. A table shows similarities between rational numbers and rational functions, and students list any restrictions in the domain for each example. They then analyze a worked example and explain why a hole and a vertical asymptote are both present in the graph of the function. Given the functions, students determine whether the graphs of rational functions have vertical asymptotes, removable discontinuity, both, or neither.	<ul style="list-style-type: none"> A removable discontinuity is a single point at which the graph is not defined. The graphs of rational functions have either a removable discontinuity or a vertical asymptote for all domain values that result in division by 0. Holes are created in the graphs of rational functions when a common factor divides out of the numerator and denominator of the function.
4	Must Be a Rational Explanation Operations with Rational Expressions	A.SSE.2 A.APR.6 A.APR.7 (+)	3	The process for adding and subtracting rational expressions is compared to the process for adding and subtracting rational numbers. Students add and subtract several rational expressions by first determining common denominators and identifying restrictions on the domain of the function. The process for multiplying and dividing rational expressions is similar to the process for multiplying and dividing rational numbers. Students then multiply and divide several rational expressions and list restrictions on the variables, recognizing that the processes are similar to multiplying and dividing rational numbers. Students determine that the set of rational expressions is closed under addition, subtraction, multiplication, and division.	<ul style="list-style-type: none"> The processes of adding, subtracting, multiplying, and dividing rational expressions are similar to the processes for rational numbers. To determine the least common denominator of algebraic expressions, first factor the expressions and divide out common factors. The domain restrictions for a rational expression must be based upon the original expressions. Rational expressions are closed under the operations of addition, subtraction, multiplication, and division.
5	Thunder. Thun- Thun- Thunder. Solving Problems with Rational Equations	A.SSE.2 A.CED.1 A.REI.1 A.REI.2 F.IF.5	2	The average cost per month for cable television, grams of chocolate in trail mix, a thunderstorm, and the Golden Ratio are all situations students model using rational equations. They answer questions related to each scenario, create proportions, write rational expressions, describe the behavior of the ratios in the proportions, identify the domain and range, and calculate average costs. Students use multiple methods to solve rational equations, which are identified as proportions that students have solved in previous courses. A sorting activity is used to group and solve rational equations by different methods.	<ul style="list-style-type: none"> Rational functions can be used to model real-world problems. A rational equation is an equation that contains one or more rational expressions. Rational equations are proportions. The structure of an equation often determines the most efficient method to solve the equation.

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
6	16 Tons and What Do You Get? Solving Work, Mixture, Distance, and Cost Problems	A.CED.1 A.CED.4 A.REI.1 A.REI.2 G.MG.2	2	Rational equations are used to model work problems, mixture problems, distance problems, and cost problems.	<ul style="list-style-type: none"> Rational functions can be used to model real-world problems. A work problem is a type of problem that involves the rates of several workers and the time it takes to complete a job. A mixture problem is a type of problem that involves the combination of two or more liquids and the concentrations of those liquids. A distance problem is a type of problem that involves distance, rate, and time. A cost problem is a type of problem that involves the cost of ownership of an item over time.
Learning Individually with MATHia or Skills Practice		A.APR.6 A.CED.1 A.REI.2 F.IF.7d (+)	8	<p>Students are given the definition of a rational function and use the definition to sort given functions as rational functions or not. They are then shown the graph of a rational function and introduced to horizontal and vertical asymptotes. Students use a function and its graph to describe the asymptotes. Next, they determine the asymptotes of rational functions using only the equation. Students solve rational equation problems using a worksheet format, with separate columns for the independent quantity, the numerator, the denominator, and the rational expressions. Students rewrite simple rational expressions, products and quotients of rational expressions, and sums and differences of rational expressions. They then solve rational equations and classify the solutions as valid or extraneous. Students either write expressions for given problem entity descriptions or equate two expressions to solve for an unknown. Finally, they solve work, mixture, and distance problems.</p> <p>MATHia Unit: Rational Functions MATHia Workspaces: Introduction to Rational Functions / Modeling Ratios as Rational Functions</p> <p>MATHia Unit: Rational Expressions and Equations MATHia Workspaces: Simplifying Rational Expressions / Adding and Subtracting Rational Expressions / Multiplying and Dividing Rational Expressions / Solving Rational Equations that Result in Linear Equations</p> <p>MATHia Unit: Rational Models MATHia Workspaces: Modeling Rational Functions / Using Rational Models / Solving Work, Mixture, and Distance Problems / Modeling and Solving with Rational Functions</p>	

Appendix A.2.3 - Scope and Sequence: English 2, English 3 and English 4

English 2

Each grade begins with a Foundation Inquiry Unit. Teachers then choose from the five Development Units. The year ends with the Application Inquiry Unit. A surplus of Development Units have been provided to give teachers the flexibility to craft a yearlong scope and sequence based on the needs and interests of their students. Teachers and curriculum coordinators should use the information provided on the topics, genres, and Culminating Tasks to make decisions about which Development Units to teach. Teachers can also integrate texts from unused units into the independent reading aspect of the program. A number of model yearlong paths are provided, along with detailed information about each of the units. These model yearlong paths are only suggestions; teachers and curriculum coordinators should make decisions based on their own expertise.

Unit Title	Central Question	Unit Type	Culminating Task
Foundation Unit: How Do We Determine the Right Thing To Do?	How do we determine the right thing to do?	Topical	Reflective Narrative/ Group Presentation
Telling Stories	What makes a good story?	Short Narratives	Fictional, Personal, or Historical Narrative
<i>Things Fall Apart</i>	What does it mean for things to fall apart?	Novel	Literary Analysis
Alexander Hamilton	How do storytellers use primary sources?	Drama	Reflective Essay
<i>The Immortal Life of Henrietta Lacks</i>	How do we tell someone else's story?	Narrative Nonfiction	Expository Essay
The Ethics of Public Health Decisions	How do we balance the common good with individual rights and personal liberty?	Topical	Argumentative Essay
Application Unit: What Do I Want To Research?	What Do I Want To Research?	Topical	Research Portfolio/ Group Presentation

Model Yearlong Paths

Model A	Model B	Model C
Foundation Unit: How Do We Determine the Right Thing To Do?	Foundation Unit: How Do We Determine the Right Thing To Do?	Foundation Unit: How Do We Determine the Right Thing To Do?
<i>Things Fall Apart</i>	Telling Stories	Telling Stories
Alexander Hamilton	<i>The Immortal Life of Henrietta Lacks</i>	<i>The Immortal Life of Henrietta Lacks</i>
The Ethics of Public Health Decisions	<i>Things Fall Apart</i>	Alexander Hamilton
Application Unit: What Do I Want To Research?	The Ethics of Public Health Decisions	The Ethics of Public Health Decisions
Assigned Independent Reading throughout the Year: <i>The Immortal Life of Henrietta Lacks</i>	Application Unit: What Do I Want To Research?	Application Unit: What Do I Want To Research?
		Assigned Independent Reading throughout the Year: <i>The Immortal Life of Henrietta Lacks</i>

English 3

Unit Title	Central Question	Unit Type	Culminating Task
Foundation Unit: What Does it Mean to Be An American?	What does it mean to be an American?	Topical	Reflective Narrative/ Group Presentation
<i>The Great Gatsby</i>	How do perceptions, illusions and dreams influence our lives?	Novel	Literary Analysis
<i>Friday Night Lights</i>	How do high school athletics reflect American society?	Narrative Nonfiction	Expository Essay
<i>The Warmth of Other Suns</i>	How do we construct the story of a complicated history?	Historical Nonfiction	Literary Analysis
Telling Stories with Film	How do we tell stories with films?	Film and Informational Text Set	Film Proposal
The American Dream of Homeownership	How viable is the American dream of homeownership?	Topical	Argumentative Essay
Application Unit: What Do I Want To Research?	What Do I Want to Research?	Topical	Research Portfolio/ Group Presentation

Model Yearlong Paths

Model A	Model B	Model C
Foundation Unit: What Does it Mean to Be An American?	Foundation Unit: What Does it Mean to Be An American?	Foundation Unit: What Does it Mean to Be An American?
<i>The Great Gatsby</i>	<i>The Great Gatsby</i>	<i>The Great Gatsby</i>
<i>The Warmth of Other Suns</i>	<i>Friday Night Lights</i>	<i>The Warmth of Other Suns</i>
The American Dream of Homeownership	Telling Stories with Film	Telling Stories with Film
Application Unit: What Do I Want To Research?	The American Dream of Homeownership	The American Dream of Homeownership
Assigned Independent Reading throughout the Year: <i>Friday Night Lights</i>	Application Unit: What Do I Want To Research?	Application Unit: What Do I Want To Research?
	Assigned Independent Reading throughout the Year: <i>The Warmth of Other Suns</i>	Assigned Independent Reading throughout the Year: <i>Friday Night Lights</i>

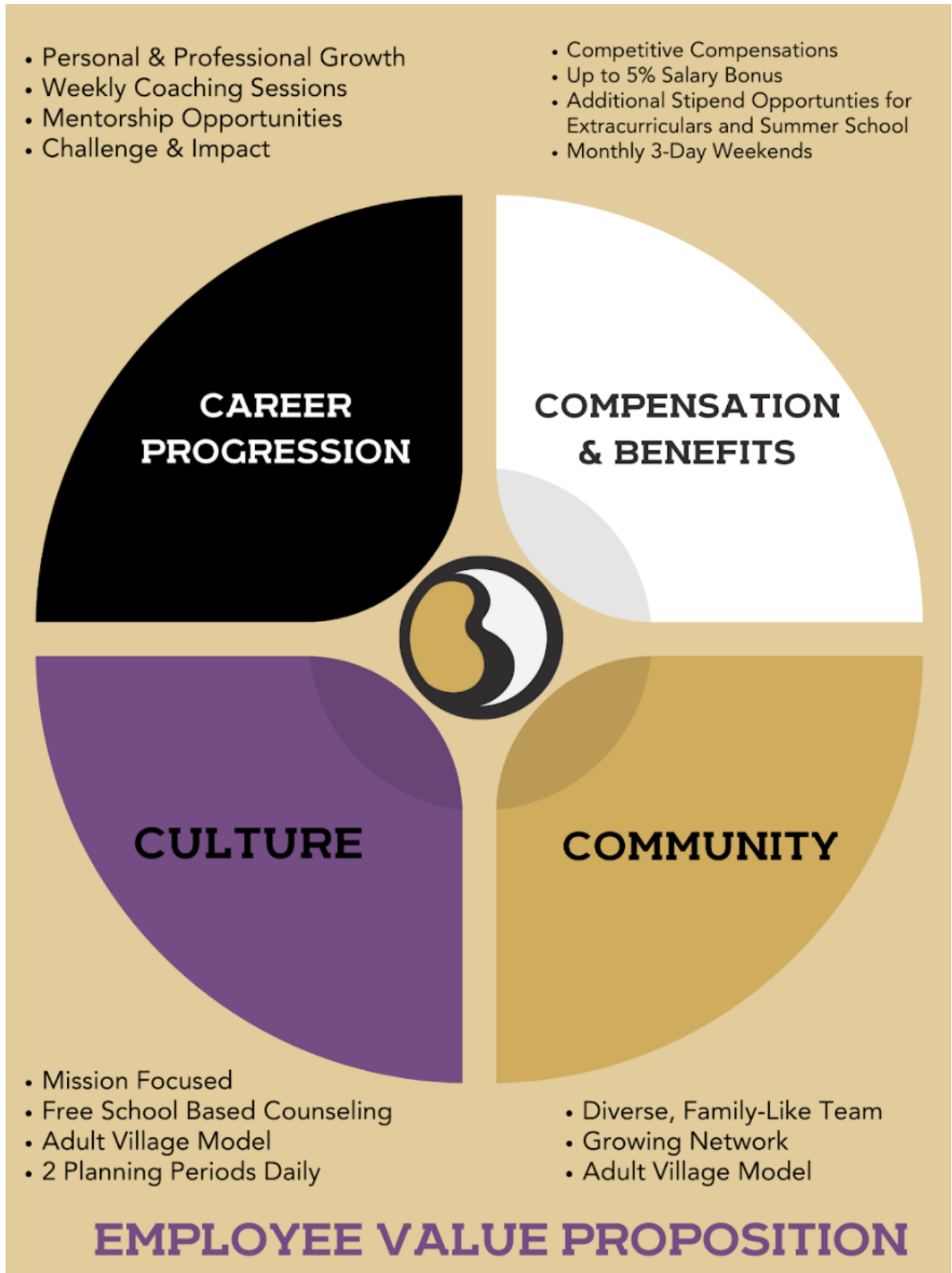
English 4

Unit Title	Central Question	Unit Type	Culminating Task
Foundation Unit: How Can I Prepare for Life after High School?	How can I prepare for life after high school?	Topical	Research Portfolio/ Reflective Narrative
<i>1984</i>	How can stories send messages to society?	Novel	Original Narrative and Literary Analysis
<i>Hamlet</i>	How many ways can the same text be read?	Drama	Literary Analysis
<i>In the Time of the Butterflies</i>	What makes a revolutionary?	Novel	Literary Analysis
Community	What does it mean to be a member of a community?	Topical	Blended Personal Narrative/ Explanatory/ Argumentative Essay
Artificial Intelligence	How is artificial intelligence affecting our world?	Topical	Argumentative Essay
Application Unit: What Do I Want To Research?	What Do I Want To Research?	Topical	Research Portfolio/ Group Presentation

Model Yearlong Paths

Model A	Model B	Model C
Foundation Unit: How Can I Prepare for Life after High School?	Foundation Unit: How Can I Prepare for Life after High School?	Foundation Unit: How Can I Prepare for Life after High School?
Community	Community	<i>1984</i>
<i>Hamlet</i>	<i>Hamlet</i>	Community
<i>1984</i>	<i>In the Time of the Butterflies</i>	<i>Hamlet</i>
Artificial Intelligence	Artificial Intelligence	Artificial Intelligence
Application Unit: What Do I Want To Research?	Application Unit: What Do I Want To Research?	Application Unit: What Do I Want To Research?
Assigned Independent Reading throughout the Year: <i>In the Time of the Butterflies</i>	Assigned Independent Reading throughout the Year: <i>1984</i>	Assigned Independent Reading throughout the Year: <i>In the Time of the Butterflies</i>

Appendix A.2.4 - Employee Value Proposition



Appendix A.2.5 - Scope and Sequence: Teacher Professional Development

GET BETTER FASTER SCOPE & SEQUENCE

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 1: PRE-TEACHING (SUMMER PD)	DEVELOP ESSENTIAL ROUTINES & PROCEDURES 1. Routines & Procedures 101: Design and Roll out <ul style="list-style-type: none"> Plan & practice critical routines and procedures moment-by-moment : <ul style="list-style-type: none"> Explain what each routine means and what it will look like Write out what teacher and students do at each step, and what will happen with students who don't follow the routine Plan & practice the roll out: how to introduce routine for the first time: <ul style="list-style-type: none"> Plan the "I Do": how you will model the routine Plan what you will do when students don't get it right 2. Strong Voice: Stand and speak with purpose <ul style="list-style-type: none"> Square Up, Stand Still: when giving instructions, stop moving and strike a formal pose Formal Register: when giving instructions, use formal register, including tone and word choice <p><i>*Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teachers will not yet master them—could be:</i></p> <ul style="list-style-type: none"> Least invasive intervention Narrate the Positive Create a Challenge/ Build Momentum Teacher Radar: know when students are off-task Do It Again: practice routines to perfection--have students do it again if it is not done correctly (and know when to stop Do It Again) 	WRITE AND INTERNALIZE LESSON PLANS 1. Develop Effective Lesson Plans 101: Build the foundation of an effective lesson rooted in what students need to learn <ul style="list-style-type: none"> Write precise learning objectives that are <ul style="list-style-type: none"> Data-driven (rooted in what students need to learn based on analysis of assessment results) Curriculum plan-driven Able to be accomplished in one lesson Deliver a basic "I Do" as a core part of the lesson Design an exit ticket (brief final mini-assessment) aligned to the objective 2. Internalize Existing Lesson Plans: Make existing plans your own <ul style="list-style-type: none"> Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions Build time stamps into the lesson plan and follow them

GET BETTER FASTER SCOPE & SEQUENCE

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 2 (DAYS 1-30)	ROLL OUT & MONITOR ROUTINES 1. What to Do: <ul style="list-style-type: none"> Economy of Language: give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding on complex instructions. 2. Routines & Procedures 201: Revise and perfect them <ul style="list-style-type: none"> Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment Do It Again: have students do the routine again if not done correctly the first time Cut it Short: know when to stop the Do It Again 3. Teacher Radar: Know when students are off task <ul style="list-style-type: none"> Deliberately scan the room for on-task behavior: <ul style="list-style-type: none"> Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly "Be Seen Looking": crane your neck to appear to be seeing all corners of the room Circulate the room with purpose (break the plane): <ul style="list-style-type: none"> Move among the desks and around the perimeter Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work Move away from the student who's speaking to monitor the whole room 4. Whole-Class Reset <ul style="list-style-type: none"> Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes Implement an "in-the-moment reset" when a class veers off task during the class period <ul style="list-style-type: none"> Example: Stop teaching. Square up. Give a clear What to Do: "Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you: that's what Harvard looks like." Pick up tone & energy again. 	INDEPENDENT PRACTICE 3. Write the Exemplar: Set the bar for excellence <ul style="list-style-type: none"> Script out the ideal written responses you want students to produce during independent practice Align independent practice to the rigor of the upcoming interim assessment 4. Independent Practice: Set up daily routines that build opportunities for students to practice independently <ul style="list-style-type: none"> Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers' contributions Implement a daily entry prompt (Do Now) to either introduce the day's objective or review material from the previous day Implement and review a longer independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept 5. Monitor Aggressively: Check students' independent work to determine whether they're learning what you're teaching <ul style="list-style-type: none"> Create & implement a monitoring pathway: <ul style="list-style-type: none"> Create a seating chart to monitor students most effectively Monitor the fastest writers first, then the students who need more support Monitor the quality of student work: <ul style="list-style-type: none"> Check answers against your exemplar Track correct and incorrect answers to class questions Pen in hand: Mark up student work as you circulate <ul style="list-style-type: none"> Use a coding system to affirm correct answers Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you'll follow up)

GET BETTER FASTER SCOPE & SEQUENCE

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 3 (DAYS 31-60)	ENGAGE EVERY STUDENT 5. Build the Momentum <ul style="list-style-type: none"> Give the students a simple challenge to complete a task: <ul style="list-style-type: none"> Example: "Now I know you're only 4th graders, but I have a 5th grade problem that I bet you could master!" Speak faster, walk faster, vary your voice, & smile (Sparkle) 6. Pacing: Create the illusion of speed so that students feel constantly engaged <ul style="list-style-type: none"> Use a hand-held timer to stick to the times stamps in the lesson & give students an audio cue that it's time to move on Increase rate of questioning: no more than 2 seconds between when a student responds and a teacher picks back up instruction Use countdowns to work the clock ("do that in 5.4..3..2..1") Use Call and Response for key words 7. Engage All Students: Make sure all students participate: <ul style="list-style-type: none"> Make sure to call on all students Cold call students Implement brief (15-30 second) Turn & Talks Intentionally alternate among multiple methods in class discussion: cold calling, choral response, all hands & turn and talks 8. Narrate the Positive <ul style="list-style-type: none"> Narrate what students do well, not what they do wrong <ul style="list-style-type: none"> "I like how Javon has gotten straight to work on his writing assignment." "The second row is ready to go: their pencils are in the well and their eyes are on me." While narrating the positive and/or while scanning during a re-direct, look at the student(s) who are off-task Use language that reinforces students getting smarter: <ul style="list-style-type: none"> Praise answers that are above and beyond or strong effort 9. Individual Student Corrections <ul style="list-style-type: none"> Anticipate student off-task behavior and rehearse the next two things you will do when that behavior occurs. Redirect students using the least invasive intervention necessary: <ul style="list-style-type: none"> Proximity Eye contact Use a non-verbal Say student's name quickly Small consequence 	RESPOND TO STUDENT LEARNING NEEDS 6. Habits of Evidence <ul style="list-style-type: none"> Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc. Teach and prompt students to cite key evidence in their responses 7. Check for Whole-Group Understanding: Gather evidence on whole group learning: <ul style="list-style-type: none"> Poll the room to determine how students are answering a certain question. <ul style="list-style-type: none"> "How many chose letter A? B? C? D?" [Students answer the question on whiteboard: "Hold up your whiteboards on the count of three..."] Target the error: focus class discussion on the questions where students most struggle to answer correctly 8. Re-teaching 101--Model: Model for the students how to think/solve/write <ul style="list-style-type: none"> Give students a clear listening/note-taking task that fosters active listening of the model, and then debrief the model: <ul style="list-style-type: none"> "What did I do in my model?" "What are the key things to remember when you are doing the same in your own work?" Model the thinking, not just a procedure <ul style="list-style-type: none"> Narrow the focus to the thinking students are struggling with Model replicable thinking steps that students can follow Model how to activate one's own content knowledge and skills that have been learned in previous lessons Vary the think-aloud in tone and cadence from the normal "teacher" voice to highlight the thinking skills. We Do and You Do: give students opportunities to practice with your guidance

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 4 (DAYS 61-90)	SET ROUTINES FOR DISCOURSE 10. Engaged Small Group Work: Maximize the learning for every student during group work: <ul style="list-style-type: none"> Deliver explicit step-by-step instructions for group work: <ul style="list-style-type: none"> Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.) Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand). Give timed instructions, with benchmarks for where the group should be after each time window Monitor the visual evidence of group progress <ul style="list-style-type: none"> Check in on each group every 5-10 minutes to monitor progress Verbally enforce individual & group accountability: <ul style="list-style-type: none"> "You are five minutes behind; get on track." "Brandon: focus." 	LEAD STUDENT DISCOURSE 101 9. Re-teaching 201—Guided Discourse: Let students unpack their own errors & build a solution <ul style="list-style-type: none"> Show-Call: post student work (either an exemplar or incorrect response) & ask students to identify why that answer is correct/incorrect Stamp the understanding: <ul style="list-style-type: none"> "What are the keys to remember when solving problems like these?" or "Can someone give me a rule?" (Students use their own words) Give them At-bats: give students opportunities to practice with your guidance 10. Universal Prompts: Push the thinking back on the students through universal prompts that could be used at any point: <ul style="list-style-type: none"> Provide wait time after posing challenging questions Pre-call: let a student who needs more time know you're calling him/her next Roll back the answer: repeat the wrong answer back to the student (give student time to think and you time to build a plan!) Ask universal prompts to push the student to elaborate: <ul style="list-style-type: none"> "Tell me more." "What makes you think that?" "How do you know?" "Why is that important?" Close the loop: after correcting their error, go back to students with wrong answers to have them revise their answers 11. Habits of Discussion: Teach and model for students the habits that strengthen class conversation: <ul style="list-style-type: none"> Keep neutral/manage your tell: don't reveal the right/wrong answer through your reaction to the student response. Agree/Build off of: "I agree with ____ and I'd like to add..." Disagree respectfully: "While I agree with [this part of your argument], I disagree with _____. I would argue..."

GET BETTER FASTER SCOPE & SEQUENCE

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
STRETCH IT (NEXT STEPS)	<p>None!</p> <p>Once you get this far, you can focus entirely on rigor and deepening your content knowledge.</p>	<p>LEAD STUDENT DISCOURSE 201</p> <p>12. Strategic Prompts: Ask strategic questions to targeted students in response to student error</p> <ul style="list-style-type: none"> Prompt students to access previously learned knowledge: <ul style="list-style-type: none"> Point students to resources (notes, posted concepts and content) "What do we know about ___ [content learned in previous classes]?" Use a prompting guide (e.g., <i>Great Habits</i>, <i>Great Readers</i> Guided Reading Prompting Guide) to design questions Call on students based on their learning needs (data-driven) <ul style="list-style-type: none"> Call on lower and middle-achieving students to unpack question If they struggle, try a higher achieving student If they are easily unpacking, try a lower achieving student Create a sequence of students to call on based on the rigor of each prompt (e.g., first ask middle student, then low, then high, etc.) Students prompting students: push students to use habits of discussion to critique or push one another's answers <ul style="list-style-type: none"> Probe deeper: "[Peer], have you considered this point...?" <p>13. Go Conceptual: Get students to do the conceptual thinking</p> <ul style="list-style-type: none"> Ask students to verbalize a conceptual understanding of content, not just the answer to a specific question: <ul style="list-style-type: none"> "That's the procedure. Now tell me why that works." "Can you generalize the idea to apply to all problems like this one?" "Use the following terms [terms learned in previous classes] in restating your answer." Upgrade vocabulary: ask students to use technical/academic language when answering questions: <ul style="list-style-type: none"> "That's the right idea generally. Now state it again using proper mathematical/historical/scientific language." "Correct. Now state it again using your Academic Word Wall as a resource." Stretch it: ask particular students to answer a more difficult extension to a given question <ul style="list-style-type: none"> "What would the answer be if I changed it to [change the problem to something more complex]?" "Is there an alternative way to solve this problem/do this task?" "What do you think is the strongest counter-argument to yours and how would you refute it?"

Appendix A.3.1 - Scope and Sequence: Employability Standards Grades 9 - 12

Grade Nine – Grade Ten Employability Skills Standards

Introduction to Indiana's Employability Skills Standards

Indiana's Employability Skills Standards allow students to be prepared for the ever-changing needs of today's workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development's Employability Skills Benchmarks, and the Governor's Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets (M) <i>The established set of attitudes impacting self growth.</i>	
1. Lifelong Learning Understand that life-long learning is necessary for long-term career success; demonstrate willingness to work and learn and continually apply new knowledge.	9-10.M.1 Seek and participate in challenging learning activities related to career goals.
	9-10.M.2 Able to view feedback as data' that helps the learning process.
2. Self-Confidence Possess belief in own ability to succeed; assert self when necessary; demonstrate a sense of belonging.	9-10.M.3 Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.

Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>	
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction; appropriately manage potential or perceived conflict.	9-10.WE.1 Demonstrate control over self while considering the future impact of choices.
4. Independence Able to successfully carry out expectations with minimal supervision; demonstrate opinion and conduct not influenced or controlled by others.	9-10.WE.2 Complete tasks or activities with minimal prompting and guidance.
5. Perseverance Able to delay immediate gratification for long-term rewards; demonstrate endurance, and capacity to complete tasks.	9-10.WE.3 Utilize self-efficacy to plan and achieve goals.
6. Time Management / Organization Prioritize and balance school, home, work, and community activities; plan and organize long and short term goals.	9-10.WE.4 Demonstrate organizational skills while completing project-based learning experiences and activities.
7. Adaptability Manage transitions and adapt to changing.	9-10.WE.5 Able to exercise flexibility in responding to change.

situations and responsibilities	
8. Integrity Act in a trustworthy, honest, and transparent manner.	9-10.WE.6 Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships.
9. Professionalism Use the appropriate skills and behaviors for personal and professional environments.	9-10.WE.7 Understand and demonstrate appropriate behavior in professional situations (i.e., attire, handshake, eye contact, communication, etc.).

Learning Strategies (LS) <i>Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.</i>	
10. Effective Communication Apply existing and emerging academic, technological, and interpersonal skills to clearly, effectively and convincingly express ideas and messages to others appropriate to the environment.	9-10.LS.1 Write documents for a variety of purposes and audiences using varied media formats.
	9-10.LS.2 Able to communicate knowledge and thinking through effective oral presentations.
	9-10.LS.3 Create presentation media for a variety of audiences.
11. Aptitude Awareness Able to identify and communicate individual interests and skills that align to potential career paths, to related coursework, and to in-demand occupations.	9-10.LS.4 Demonstrate how to conduct a job search utilizing current search engines.
	9-10.LS.5 Able to acquire knowledge of various career clusters through exploration (field trips, jobsite tours, job shadows, mentors, etc.).
12. Decision-Making Utilize critical thinking skills to make informed decisions based on options, rewards, risks, limits and goals; consider multiple perspectives.	9-10.LS.7 Predict outcomes to problems based on data and evidence.
13. Initiative Apply self-motivation and self-direction to learning; able to self start.	9-10.LS.8 Participate in challenging learning activities and/or coursework related to career goals.
14. Attention to Detail Able to achieve thoroughness and accuracy when accomplishing a task.	9-10.LS.9 Complete activities and assignments thoroughly and accurately.
15. Problem Solving Apply critical and creative thinking skills to complex problems; evaluate causes, problems, patterns, or issues and explore workable and innovative solutions to improve situations.	9-10.LS.10 Able to approach problems with reasoning and logic to hypothesize results.
	9-10.LS.11 Able to combine concepts in different ways to create new ideas and innovative solutions.

Social and Emotional Skills (SE) <i>The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.</i>	
16. Regulation Recognize and manage one's emotions.	9-10.SE.1 Develop an awareness of personal safety skills and the consequences of irresponsible behavior.
	9-10.SE.2 Come to class prepared to learn.
17. Connection Able to have strong social awareness.	9-10.SE.3 Able to listen to others' ideas and respect different ways of being and doing.
	9-10.SE.4 Begin to think critically about equity and social justice in a variety of environments and cultures.
	9-10.SE.5 Able to show care for people like them and people different from them.
18. Collaboration Able to work well with others, including in the group and teamwork environment.	9-10.SE.6 Demonstrate ability to give and receive feedback to work towards effective communication skills.
	9-10.SE.7 Able to approach conflict in a collaborative manner and work toward solutions using a strength-based lens that respects individual or cultural differences.

Grade Eleven – Grade Twelve Employability Skills Standards

Introduction to Indiana's Employability Skills Standards

Indiana's Employability Skills Standards allow students to be prepared for the ever-changing needs of today's workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development's Employability Skills Benchmarks, and the Governor's Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets (M) <i>The established set of attitudes impacting self growth.</i>	
1. Lifelong Learning Demonstrate willingness to work and learn, and continually apply new knowledge.	11-12.M.1 Engage in a continuous learning process related to career goals while actively seeking out and participating in a work-, service-, or project-based learning experiences.
	11-12.M.2 Demonstrate ability to find alternate strategies to overcome barriers and mistakes when completing projects or activities.
2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.	11-12.M.3 Demonstrate confidence by taking risks to introduce new ideas or processes for work.
Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>	
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction.	11-12.WE.1 Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.
4. Independence Successfully carry out expectations with minimal supervision.	11-12.WE.2 Complete tasks or activities with no prompting and minimal guidance.
5. Perseverance Demonstrate endurance, and capacity to complete tasks.	11-12.WE.4 Demonstrate perseverance through work-, service-, or project-based learning experiences.
6. Time Management and Organization Plan and organize long and short term goals while understanding how to balance school, home, and community activities.	11-12.WE.5 Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.
7. Adaptability Manage transitions and adapt to changing	11-12.WE.6 Apply coping strategies to mitigate stressful change while continuing to meet expectations at home, at
situations and responsibilities.	school, and in the workplace.
8. Integrity Act in a trustworthy and honest manner.	11-12.WE.7 Continue to practice responsible and ethical decision-making affecting personal and professional relationships, and consider the consequences of unethical decision-making.
9. Professionalism Use the appropriate skills and behaviors for personal and professional environments	11-12.WE.8 Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment.

Learning Strategies (LS) *Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.*

10. Effective Communication Apply skills to clearly, effectively and convincingly express ideas and messages to others appropriate to the environment.	11-12.LS.1 Write a well-organized document using supporting data to clarify complex ideas, raise relevant questions, or solve problems using varied media formats.
	11-12.LS.2 Apply effective speaking and listening to foster positive relationships and communicate key concepts to a variety of audiences.
	11-12.LS.3 Deliver oral presentations using technology and professional etiquette to a variety of audiences.
11. Aptitude Awareness Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.	11-12.LS.4 Evaluate how personal attitudes and values integrate into career choices.
	11-12.LS.5 Acquire occupational-related skills through work-, service-, or project-based learning experiences.
	11-12.LS.6 Understand the employment application and interviewing process, and develop effective interviewing techniques.
12. Decision-Making Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.	11-12.LS.7 Understand the importance of networking for enhancing achievement of education and career goals.
	11-12.LS.8 Demonstrate skills in revising and extending career plans to meet postsecondary goals.
	11-12.LS.9 Develop skills to assess career goals in terms of work conditions, benefits, and opportunities for advancement.
13. Initiative Apply self-motivation and self-direction to work and learning.	11-12.LS.10 Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.
	11-12.LS.11 Participate in coursework, activities, jobs, and diverse experiences that directly contribute to attainment of career goals.
14. Attention to Detail Achieve thoroughness and accuracy when accomplishing a task.	11-12.LS.12 Complete activities and assignments thoroughly and accurately.
15. Problem Solving Apply critical and creative thinking skills to resolve problems.	11-12.LS.13 Generate solutions critiqued with reason, logic, and inferences about alternatives.
	11-12.LS.14 Enhance creative thinking by integrating personal ideas from others.

Social and Emotional Skills (SE) *The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.*

16. Regulation Recognize and manage one's emotions.	11-12.SE.1 Show responsibility by acting in a professional, culturally responsive, and ethical manner.
17. Connection Demonstrate the ability to network with others through social awareness and cultural sensitivity.	11-12.SE.3 Demonstrate a strong understanding of how other people might feel about an experience or situation.
	11-12.SE.4 Feel empowered to advocate on behalf of themselves and others.
18. Collaboration Work well with others in a team.	11-12.SE.5 Recognize the importance of diverse perspectives within communication and seek understanding.
	11-12.SE.6 Find constructive solutions and work toward compromise.

Appendix A.3.2 - Purpose Pathways Meetings



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August Purpose Pathway Agenda

Quarter 1 Purpose Pathway Data

[Purpose Pathway Formstack Form](#)

Scholar Name:

Village Leader:

Demographics	Age/DOB/Gender Identity	<input type="checkbox"/>
	Parent/Guardian Information	<input type="checkbox"/>
	Home Language/Technology	<input type="checkbox"/>
	Accountability	<input type="checkbox"/>
	Communication	<input type="checkbox"/>
	Household Makeup	<input type="checkbox"/>

Family History	Citizenship Status	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Free/Reduced Lunch?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Custody Issues?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Divorce/Trauma/Medical/Abuse?	<input type="checkbox"/>	

Academic History	IEP/504/ILP?	<input type="checkbox"/>
	Current Levels	<input type="checkbox"/>

Scholar Development	Strengths	<input type="checkbox"/>
	Weaknesses	<input type="checkbox"/>
	Interests	<input type="checkbox"/>

Professional Plan	Anticipated Grad Date	<input type="checkbox"/>
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	Post High School Goals/Plans	<input type="checkbox"/>
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Exploration Plan	College Visits	<input type="checkbox"/>
	Career Exploration	<input type="checkbox"/>



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Semester 1 Purpose Pathway Agenda

[Purpose Pathway Formstack Form](#)

Scholar Name:

Village Leader:

Life Updates	Schedule Review	<input type="checkbox"/>	
	Change in Address?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Change in contact information?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Change in living arrangements?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Transportation Concerns?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	CHECK ALMA FOR EMAIL ADDRESS	<input type="checkbox"/>	

Current Levels	Current Grades/GPA	<input type="checkbox"/>
	Lexile/Quantile	<input type="checkbox"/>
	P/SAT	<input type="checkbox"/>

Scholar Status	Scholar Status	<input type="checkbox"/>
	Points Accumulated	<input type="checkbox"/>
	Character Academy	<input type="checkbox"/>

Counseling Services	Interested/Enrolled?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Dual Enrollment	Current Status	<input type="checkbox"/>
	Credits Earned	<input type="checkbox"/>

Title Grant Requirements	McKinney-Vento Housing	<input type="checkbox"/>
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BELIEVE Circle City High School

acceleration. agency. autonomy.

	Questionnaire	
	Right to Know Letter	<input type="checkbox"/>

Student Goals	Diploma Track (12th Grade)	Core 40	Core 40 Academic Honors	Core 40 Technical Honors
	Study Pathway Interests	<input type="checkbox"/>		
	Overall College and Career Goals			

Parent Contact	Principal's Note?	<input type="checkbox"/>
	SchoolRunner Access?	<input type="checkbox"/>
	Remind Registration?	<input type="checkbox"/>
	VERIFY PARENT IS ENROLLED IN REMIND	Text @believefam to 81010

Detailed Action Plan	
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Appendix A.4.1 - Proposed School Calendar



June 2022	July 2022	August 2022	September 2022
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
October 2022	November 2022	December 2022	January 2023
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
February 2023	March 2023	April 2023	May 2023
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
June 2023	July 2023		
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		

KEY
Holiday (School Closed)
Staff Professional Development Day (No School)
New Staff Professional Development Day (no School)
Mandatory Instructional Day
Assessment Day
Break (No School)
Final Exams
Purpose Pathway & Report Card Day (No School)
Early Dismissal Day
E-Learning Day For Students in Grades 9 & 12
E-Learning Day For Students in Grades 9, 10, & 12

Semester 1 August 3 – December 20	Semester 2 January 6 – May 25
Quarter 1 Aug 3 – Oct 7 Quarter 2 Oct 10 – Dec 20	Quarter 3 Jan 6 – Mar 10 Quarter 4 Mar 20 – May 25
August – 20 days September – 21 days October – 19 days November – 17 days December – 14 days SEMESTER 1 TOTAL = 91 days	January – 17 days February – 19 days March – 18 days April – 18 days May – 18 days SEMESTER 2 TOTAL = 90 days

2022

JULY

Mon, Jul 18
Tues-Fri, Jul 19-22
Mon-Fri, Jul 25-29

New Faculty Orientation
Faculty Professional Development Days
Faculty Professional Development Days

AUGUST

Mon-Tues, Aug 1-2
Wed, Aug 3
Wed, Aug 17
Fri, Aug 19

NO SCHOOL for Scholars; Faculty Professional Development Day
First Day of School – All Grades
Beginning-of-Year P/SAT Testing Day
NO SCHOOL for Scholars; Purpose Pathway Meetings with Families

SEPTEMBER

Mon, Sep 5

SCHOOL CLOSED—LABOR DAY

OCTOBER

Wed, Oct 12
Thurs, Oct 13
Fri, Oct 14
Mon, Oct 17

PSAT/NMSQT Testing Day for Grades 10 & 11; E-Learning for Grades 9 & 12
Early Dismissal for Scholars
SCHOOL CLOSED—FALL BREAK
SCHOOL CLOSED—FALL BREAK

NOVEMBER

Mon-Fri, Nov 21-25
Thurs, Nov 24

SCHOOL CLOSED—THANKSGIVING BREAK
HOLIDAY—THANKSGIVING DAY

DECEMBER

Wed, Dec 14
Mon-Tues, Dec 19-20
Tues, Dec 20
Wed-Fri, Dec 21-23
Sun, Dec 25
Mon-Fri, Dec 26-30

Mid-Year P/SAT Testing Day
Semester 1 Final Exams
Last Day of Semester 1
SCHOOL CLOSED—Winter Break
HOLIDAY—CHRISTMAS DAY
NO SCHOOL for Scholars—Winter Break

2023

JANUARY

Sun, Jan 1
Mon-Tues, Jan 2-3
Wed, Jan 4
Thurs, Jan 5
Fri, Jan 6
Mon, Jan 16

HOLIDAY—NEW YEAR'S DAY
NO SCHOOL for Scholars—Winter Break
NO SCHOOL for Scholars – Faculty Professional Development
NO SCHOOL for Scholars; Purpose Pathway Meetings with Families
Welcome Back! Semester 2 Kick-off Day
SCHOOL CLOSED—DR. MARTIN LUTHER KING JR. DAY

FEBRUARY

Mon, Feb 20

SCHOOL CLOSED—PRESIDENTS' DAY

MARCH

Wed, Mar 1
Mon-Fri, Mar 13-17

SAT State Test for Grade 11 Scholars; E-Learning for Grade 9, 10, & 12 Scholars
SCHOOL CLOSED—SPRING BREAK

APRIL

Fri, Apr 7
Mon, Apr 10

SCHOOL CLOSED—APRIL BREAK
SCHOOL CLOSED—APRIL BREAK

MAY

Wed, May 3
Mon-Tues, May 22-23
Wed, May 24
Thurs, May 25
Fri, May 26
Mon, May 29
Tues, May 30

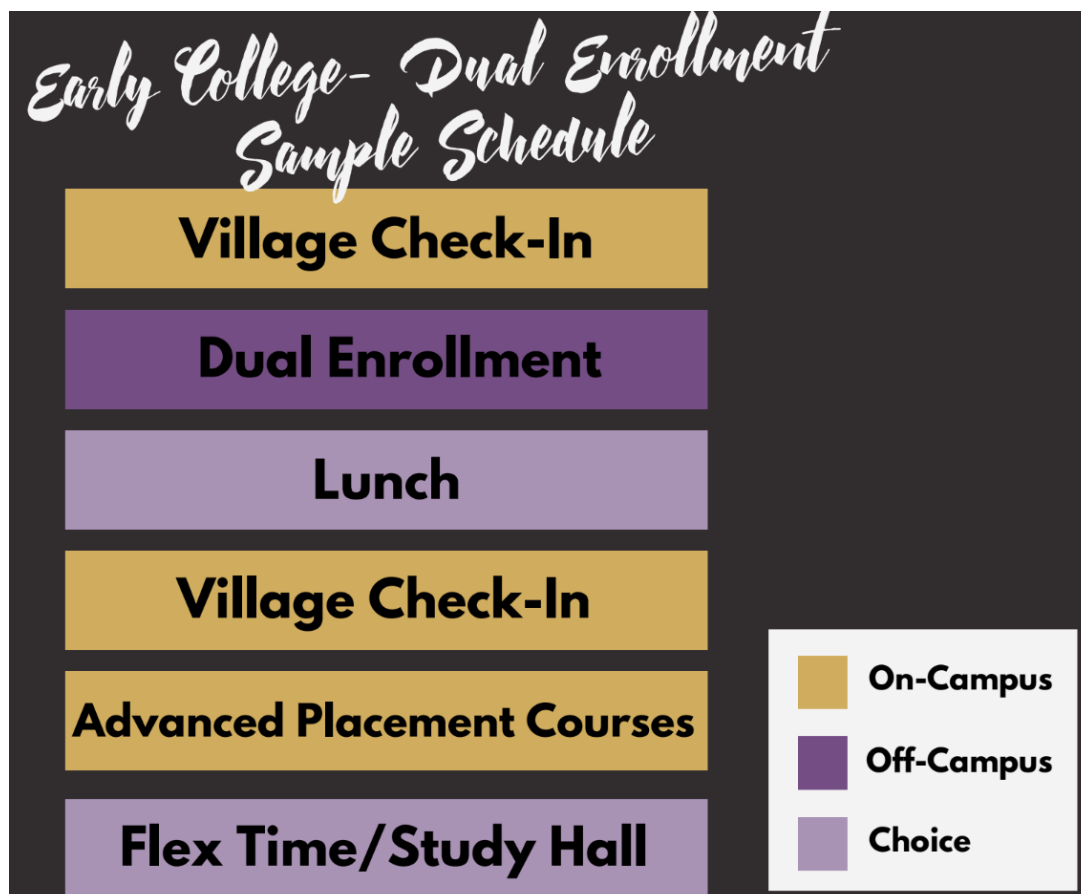
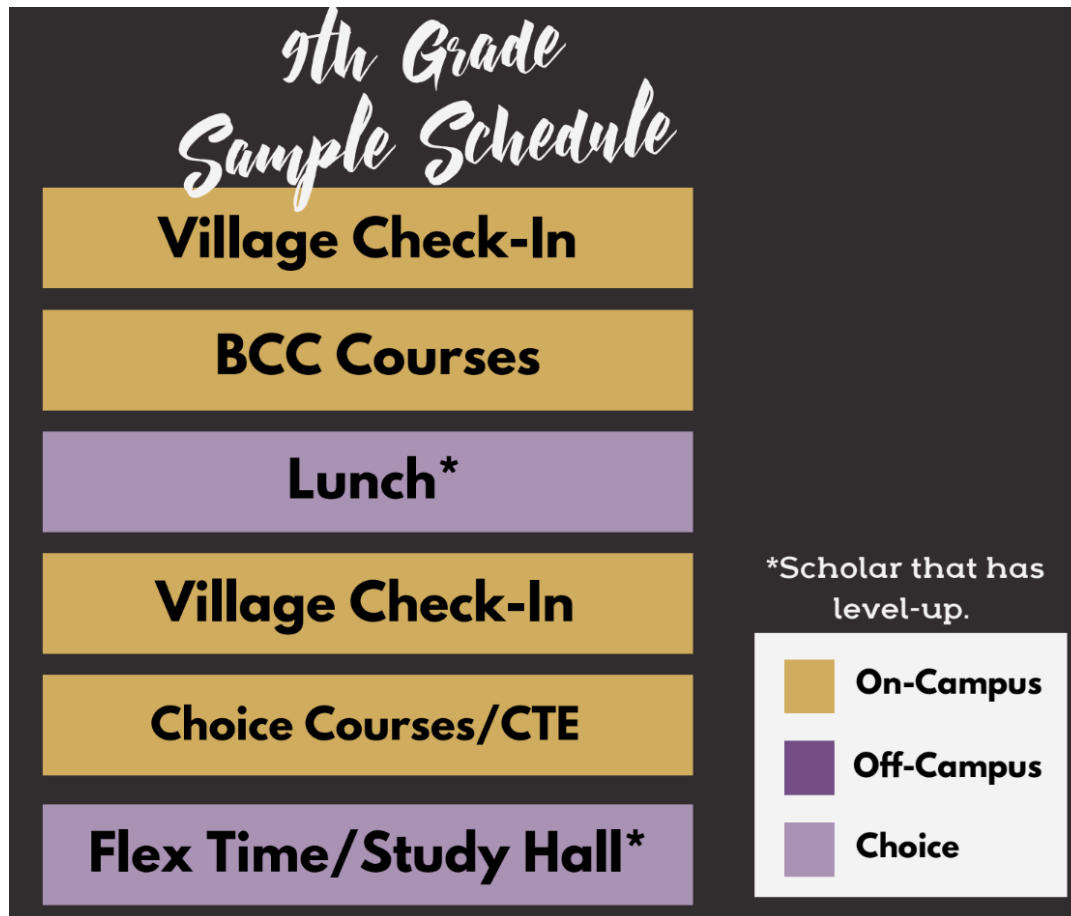
End-of-Year P/SAT Testing Day
Semester 2 Final Exams
Last Day of Semester 2
NO SCHOOL for Scholars; Faculty Professional Development Day
NO SCHOOL for Scholars; Purpose Pathway Meetings with Families
HOLIDAY—MEMORIAL DAY
NO SCHOOL for Scholars; Faculty Professional Development Day

JUNE

Mon, June 19

HOLIDAY—JUNETEENTH

Appendix A.4.2 - Proposed Daily School Schedule



Early Career- Dual Enrollment Sample Schedule

Village Check-In

BCC Courses/CTE

Lunch

Village Check-In

Career Program/Training
(usually blocked 1pm-3:20pm)



On-Campus



Off-Campus



Choice

Introduction

The Sunshine Law brings transparency and fairness to all aspects of government.

With the passage of Senate Bill 1 in 1973, Missouri became one of the earliest advocates for opening meetings and records – at all levels of government – to the people.

The Sunshine Law declares Missouri's commitment to openness in government in § 610.011, RSMo.: "It is the public policy of this state that meetings, records, votes, actions, and deliberations of public governmental bodies be open to the public unless otherwise provided by law. Sections 610.010 to 610.200 shall be liberally construed and their exceptions strictly construed to promote this public policy."

The law sets out the limited instances when meetings, records, and votes may be closed, while stressing that these exceptions are to be strictly interpreted to promote the public policy of openness.

Public meetings, including meetings conducted by telephone, internet, or other electronic means are to be held at reasonably convenient times and must be accessible to the public. Meetings should be held in facilities that are large enough to accommodate anticipated attendance by the public and accessible to persons with disabilities.

A healthy democracy relies on an engaged citizenry informed by transparent government officials. We are proud to provide you with this Sunshine Law booklet, and hope that you find the resources in its pages useful. Whether you are a public official, a public employee, or an involved member of your community, you serve an important role in ensuring that government – at every level – works for us all.

Sincerely,



Andrew Bailey
Attorney General

Sunshine Law: Top Ten Things to Know

1. When in doubt, a meeting or record of a public body should be opened to the public.
2. The Sunshine Law applies to all records, regardless of what form they are kept in, and to all meetings, regardless of the manner in which they are held.
3. The Sunshine Law allows a public body to close meetings and records to the public in some limited circumstances, but it almost never requires a public body to do so.
4. Except in emergency situations, a public body must give at least 24 hours' public notice before holding a meeting. If the meeting will be closed to the public, the notice must state the specific provision within Section 610.021, RSMo., that allows the meeting to be closed.
5. Each public body must have a written Sunshine Law policy and a custodian of records whose name is available to the public upon request.
6. The Sunshine Law requires a custodian of records to respond to a records request as soon as possible but no later than three business days after the custodian receives it.
7. The Sunshine Law deals with whether a public body's records must be open to the public, but it generally does not state what records the body must keep or for how long. A body cannot, however, avoid a records request by destroying records after it receives a request for those records. For more information concerning records retention schedules, please visit the Missouri Secretary of State's Website – the Local Records Division for local public governmental bodies, and the Records Management Division for state agencies.
8. The Sunshine Law allows for public meetings to be both audio and video recorded by attendees. Each public governmental body may set up guidelines regarding the recording process. These guidelines can be found in the body's Sunshine Law Policy. No one is allowed to record a closed meeting, if they are not given permission to do so.
9. When responding to a request for copies of its records, the Sunshine Law limits how much a public body can charge – per page, and per hour – for copying and research costs.
10. There are specific provisions governing access to law enforcement and judicial records.

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Appendix A.8.1 - Level Up System



BELIEVE Scholar Status

Scholar Status	Privileges to Unlock
<p>BELIEVER in Training Period 5 Weeks</p> <p>All Freshmen and new to BELIEVE scholars start the year as a Believer in Training.</p> <p>Period: (Week 2- Week 7)</p>	<ul style="list-style-type: none"> Cell Phone at Lunch & Transitions
<p>Believer</p> <p>Agency: Earn 1 of 6 Badges on Job Ready Indy</p> <p>Autonomy: No More Than 6 Points in Current Period</p> <p>Acceleration: Not Failing any Classes and Completed All Diagnostic Testing</p> <p>Period: (Week 8 - Week 13) Week 8 Friday Level Up</p>	<ul style="list-style-type: none"> Above privileges Listen to Music on ChromeBook (Acceleration Block and CTE) Lit Lunch Friday VS Friday Acceleration Block for BELIEVER in Training (Academic Support)-1 Hour
<p>Associate Believer (Gray Lanyard)</p> <p>Agency: Earn 2 of 6 Badges on Job Ready Indy</p> <p>Autonomy: No More Than 5 Points in Current Period</p> <p>Acceleration: 2.3 GPA</p> <p>Period: (Week 14 - Week 20) Week 14 Friday Level Up Day</p>	<ul style="list-style-type: none"> All above privileges Lunch in Lounge/Outside/Rotunda/Foyers Gray Believe T-Shirt Sony Headphones First Friday (Food Truck & Jean Day w/Believe Gear)



BELIEVE



CIRCLE CITY

HIGH SCHOOL

<p>Lead Believer (Black Lanyard)</p> <p>Agency: Earn 3 of 6 Badges on Job Ready Indy</p> <p>Autonomy: No More Than 4 Points in Current Period</p> <p>Acceleration: 2.5 GPA</p> <p>Period: (Week 21 - Week 26) Week 21 Friday Level Up Day</p>	<ul style="list-style-type: none"> • All above privileges • Rotunda During Acceleration Block (C's and above) • AirPods or Personal Headphones • Couch for Flex Seating • Bi-Weekly Jean Day w/ Believe Gear (Friday) • Homework Pass for 1 Class
<p>Executive Believer (Purple Lanyard)</p> <p>Agency: Earn 4 of 6 Badges on Job Ready Indy</p> <p>Autonomy: No More Than 2 Points in Current Period</p> <p>Acceleration: (TBD) 2.75 GPA & Enrolled in Dual Enrollment or Dual Certification Program</p> <p>Period: (Week 27 - Week 32) Week 27 Friday Level Up Day</p>	<ul style="list-style-type: none"> • All above privileges • Believe Hoodie • Jeans w/ BELIEVE Top (Friday) • Open Campus (Lunch Only) • Open Acceleration Block-Rotunda, Foyer, Gym • Grubhub/DoorDash/ClusterTruck/UberEats • Vacation Day (one Homework Pass per class given at the beginning of each quarter)
<p>Senior Executive Believer in Training- Freshmen only and Transfer (Gold Lanyard)</p> <p>Agency: Earn 5 of 6 Badges on Job Ready Indy</p> <p>Autonomy: No Points</p> <p>Acceleration: TBD 3.0 GPA</p> <p>Period: (Week 33 - Week 38) Week 33 Friday Level Up End of 9th Grade First 5 Weeks of 10th Grade</p>	<ul style="list-style-type: none"> • All above privileges • Student Lounge or Other Flex Spaces During Independent Work Time • Open Campus for Dual Enrollment Scholars • Senior Executive Outings (Top Golf, Dave & Busters etc) once per quarter • No Uniform (Friday)

<p>Senior Executive Believer (Gold Lanyard)</p> <p>Agency: Earn 6 of 6 Badges on Job Ready Indy</p> <p>Autonomy: No Points</p> <p>Acceleration: TBD 3.0 GPA</p> <p>Period: (Week 33 - Week 38) Week 33 Friday Level Up End of 9th Grade First 5 Weeks of 10th Grade</p>	<ul style="list-style-type: none"> • All above privileges • Student Lounge or Other Flex Spaces During Independent Work Time • Open Campus • Senior Executive Outings (Top Golf, Dave & Busters etc) • No Uniform
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Upperclassmen Grade Status:

Scholars should have more privileges as they enter the 10th Grade. These privileges include Open Campus, Dress Code Vs. Uniform, and the expectations of a Young Professional. **Any 10th Grader or above that earns 20 Points or more at any time during the first semester, goes back to BELIEVER in Training.**

First 7 Weeks W/ No Points	Full Uniform 10th Graders with no points can have free bottoms (no leggings or biker shorts).
Level Up 1x	Uniform Shirt Only with Dress Code Compliant Bottoms
Level Up 2x	No official uniform (Must be compliant with school dress code in Student Handbook) On Friday's all scholars must be in school issued polo with Dress Code compliant bottoms.

Appendix A.8.2 - Integrated Studies Sample Unit (Math)

Integrated Math I Textbook
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CARNEGIE
LEARNING

<div>1</div> <div>Searching for Patterns</div> <div>Pacing: 29 Days</div>					
Topic 1: Quantities and Relationships Students analyze scenarios and graphs representing the functions they will study throughout the course. They learn to write equations for functions in function notation. Students recognize that different function families have different key characteristics, and they use graphical behavior to classify functions according to their function families. <div>Standards: N.Q.1, N.Q.2, A.REI.10, F.IF.1, F.IF.4, F.IF.5 Pacing: 8 Days</div>					
Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	A Picture Is Worth a Thousand Words Understanding Quantities and Their Relationships	N.Q.1 N.Q.2 F.IF.1 F.IF.4	1	Students identify the independent and dependent quantities for various real-world scenarios, match a graph to the scenario, and interpret the scale of the axes. They observe similarities and differences in the graphs, and then focus on key characteristics, such as intercepts, increasing and decreasing intervals, and relative maximum and minimum points.	<ul style="list-style-type: none"> There are two quantities that change in problem situations. When one quantity depends on another, it is said to be the dependent quantity. The quantity that the dependent quantity depends upon is called the independent quantity. The independent quantity is used to label the x-axis. The dependent quantity is used to label the y-axis. The domain includes the values that make sense for the independent quantity. The range includes the values that make sense for the dependent quantity. Graphs can be used to model problem situations.
2	A Sort of Sorts Analyzing and Sorting Graphs	F.IF.4	1	Students sort a variety of graphs based on their own rationale, compare their groupings with their classmates', and discuss the reasoning behind their choices. Next, four different groups of graphs are given and students analyze the groupings and explain possible rationales behind the choices made. Students explore different representations of relations.	<ul style="list-style-type: none"> A relationship between two quantities can be graphed on the coordinate plane. Graphical behaviors can reveal important information about a relationship. A graph of a relationship can have a minimum or maximum or no minimum or maximum. A graph can pass through one or more quadrants. A graph can exhibit vertical or horizontal symmetry. A graph can be increasing, decreasing, neither increasing nor decreasing, or both increasing and decreasing.
3	G of X Recognizing Functions and Function Families	F.IF.1 F.IF.4 F.IF.5	2	Function notation is introduced. The terms <i>increasing function</i> , <i>decreasing function</i> , and <i>constant function</i> are defined. Students sort the graphs from the previous lesson into groups using these terms and match each graph with its appropriate equation written in function notation. The terms <i>function family</i> , <i>linear function</i> , and <i>exponential function</i> are then defined. Next, the terms <i>absolute minimum</i> and <i>absolute maximum</i> are defined. Students sort the remaining graphs into groups using these terms and match each graph with its appropriate equation written in function notation. The terms <i>quadratic function</i> and <i>linear absolute value function</i> are then defined. Linear piecewise functions are defined, and students match the remaining graphs to their appropriate functions. In the final activity, students demonstrate how the families differ with respect to their intercepts.	<ul style="list-style-type: none"> A function is a relation that assigns to each element of the domain exactly one element of the range. The family of linear functions includes functions of the form $f(x) = mx + b$, where a and b are real numbers. The family of exponential functions includes functions of the form $f(x) = ab^x + c$, where a, b, and c are real numbers, and b is greater than 0 but is not equal to 1. The family of quadratic functions includes functions of the form $f(x) = ax^2 + bx + c$, where a, b, and c are real numbers, and a is not equal to 0. The family of linear absolute value functions includes functions of the form $f(x) = a x + b + c$, where a, b, and c are real numbers, and a is not equal to 0. Linear piecewise functions include functions that have equation changes for different parts, or pieces, of the domain.

Integrated Math I Textbook
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CARNEGIE
LEARNING

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
4	Function Families for 200, Alex Recognizing Functions by Characteristics	F.IF.4	2	Given characteristics describing the graphical behavior of specific functions, students name the possible function family/families that fit each description. Students revisit the scenarios and graphs from the first lesson, name the function family associated with each scenario, identify the domain, and describe the graph. Students then write equations and sketch graphs to satisfy a list of characteristics. They conclude by determining that a function or equation, not just a list of characteristics, is required to generate a unique graph.	<ul style="list-style-type: none"> The graph of an exponential or quadratic function is a curve. The graph of a linear or linear absolute value function is a line or pair of lines, respectively. The graph of a linear or exponential function is either increasing or decreasing. The graph of a quadratic function or a linear absolute value function has intervals where it is increasing and intervals where it is decreasing. Each function also has an absolute maximum or absolute minimum. Key characteristics of graphs help to determine the function family to which it belongs.
Learning Individually with MATHia or Skills Practice		N.Q.2 F.IF.1	2	Students answer questions related to two animations—one discussing dependent and independent quantities and slope in a real-world context, and the other investigating the shapes of graphs of functions, which show the linear and non-linear relationships between different quantities in real-world contexts. They study numberless graphs of functions and match the graphs to various situations. Students then answer questions related to an animation describing different function families, their graphs, equations, and general characteristics. MATHia Unit: Understanding Quantities and Their Relationships MATHia Workspaces: Identifying Quantities / Evaluating Linear Functions / Identifying Domain and Range / Identifying Key Characteristics of Graphs of Functions / Introduction to Function Families	

B.1 - Missouri Non-Profit

BELIEVE Schools, Inc (BELIEVE STL Academy) is a 501(c)(3) non-profit organization incorporated and filed for registration with the state of Missouri (see Appendix B.1.1). BELIEVE was created to provide students with access to early college and career programming to prepare them for future independence, success, and wealth-building. BELIEVE Schools, Inc's Articles of Incorporation and Bylaws are consistent with [RSMo Chapter 355](#), Missouri Nonprofit Corporation Act, and can be found in Appendix B.1.2 & B.1.3. BELIEVE has received tax-exempt status from the Internal Revenue Service. See documentation in Appendix B.1.4.

BELIEVE STL Academy is applying for sponsorship from the Missouri Charter Public Schools Commission (MCPSC) pursuant to [RSMo 160.403](#). BELIEVE's MCPSC application will be available online at www.believeschools.org. Upon approval from the Missouri State Board of Education, the MCPSC will be the entity that holds the charter and is responsible for the governance of the school and ensuring the terms of the legal charter agreement and performance contract are met.

BELIEVE will ensure financial sustainability in accordance with Missouri statute, along with developing and executing the schools' strategic priorities and policies. BELIEVE expects MCPSC to provide public oversight and accountability per [RSMo 161.092](#) and [RSMo 160.400-160.425](#). BELIEVE also expects MCPSC to adhere to roles and responsibilities outlined as best practices by the National Association of Charter School Authorizers' (NACSA) [Quality standards](#). The contract between BELIEVE Schools and MCPSC will be a five year-term, beginning upon approval of this application by the Missouri State Board of Education. With approval from its sponsor, The BELIEVE Schools Board may vote to amend its charter contract. MCPSC will conduct annual evaluations of BELIEVE to ensure they are conducting themselves in accordance with performance goals and other measures established in the charter performance contract and this applicant.

As a condition of service, all BELIEVE board members must complete and pass a St. Louis City/County criminal background check and a family-care safety check, as required by [RSMo 160.400.14](#). BELIEVE founding board members have begun this process (see documentation in Appendix B.1.6.). Nominees convicted of a felony or Class A misdemeanor are automatically disqualified; Class B/C misdemeanors and infractions trigger a Board review and are evaluated case by case. Background checks are publicly available and furnished upon request.

As public trustees, board members are responsible for BELIEVE's academic, operational, and financial performance. BELIEVE's charter, board meeting minutes, attendance rosters, and most recent annual report card will be maintained and kept for the purpose of public record (with closed meetings and records allowed in limited circumstances) in accordance

with [RSMo 160.522](#).

As part of its fiduciary oversight, the Board of Directors will ensure school officials submit to the Missouri Department of Elementary and Secondary Education all data and reports that are required by law and/or by regulations of the Missouri State Board of Education. The Annual Report will be completed and submitted in accordance with department regulations; it will also be available to all patrons of BELIEVE and to each member of the General Assembly representing a legislative LEA that contains a portion of the attendance area of the school.

Board Responsibilities

Members of the BELIEVE Schools' Board of Directors will operate in alignment with the mission and vision of our organization, as outlined in A.1- Mission, Vision, Philosophy, & Goals, as they work to fulfill the obligations and responsibilities described below. The Board of Directors comprises experts in various areas pertaining to the build out and operation of BELIEVE STL Academy. Board members have committed a minimum of 5 hours per month for oversight responsibilities, public engagement, monthly board meetings, and as needed, ad hoc meetings. Board members understand their role and responsibilities as decision-making public servants and stewards of public funds and will adopt exemplary governance policies from the Missouri Charter Public School Association (MCPSA) pursuant to [CSR 20-100-260.\(2\)\(E\)](#). In addition, Board Members shall annually report conflicts of interest, and must sign a conflict of interest statement (see Appendix B.1.5) obligated by [RSMo 105.450](#), [RSMo 160.415.7\(3\)](#), and the Missouri Ethics Commission. Board members will not hold any office or employment from the board or BELIEVE Schools, pursuant to [RSMo 160.400.15](#).

Lastly, as public trustees, BELIEVE board members are responsible for the academic, financial, and operational performance. The Board adheres to the [Sunshine Law](#) and state ethics when conducting board and committee meetings. All board meeting records, minutes, and resources will be public record in accordance with [RSMo 160.522](#). The Sunshine Law manual will be shared with board members upon joining the board. This manual can be found in Appendix B.1.7.

Upon approval and authorization by the Missouri State Board of Education, BELIEVE will act as a Local Education Agency (LEA) while operating underneath BELIEVE Schools, Inc discretion.

As part of a charter network, BELIEVE will be exempt from laws and rules regulating other Missouri public school districts except those articulated in [RSMo 160.400 -420](#). Despite those exemptions, BELIEVE will still be subject to regulations regarding public government bodies pursuant to [RSMo 610.010-30](#). These include giving adequate public notice, providing public accessibility, recording minutes and voting records, making minutes available to the public, allowing attendees to record meetings, keeping records of closed meetings, and following rules regarding electronic transmission of messages relating to public business.

Since the BELIEVE Board is subject to the same liability for acts in office as if they were duly elected school board or any other public school district in the state, the Board will secure approved liability insurance (see Appendix B.1.7).

While day-to-day management of BELIEVE will be delegated to the school's administration and network team, the Board maintains authority over and accountability for BELIEVE's financial, organizational, and academic health. The Board of Directors is responsible for:

- Planning and advising, including:
 - Developing BELIEVE STL Academy strategic plan in conjunction with the ED and network team;
 - Ensuring that BELIEVE has strong, clear, measurable annual goals;
 - Ensuring that BELIEVE has a way to monitor and track the goals;
 - Advise and counseling the ED and,
 - Monitor and provide oversight of student recruitment efforts and marketing.
- Monitoring and evaluating, including:
 - Progress toward BELIEVE's academic goals through visits, monthly reports from the ED;
 - Board effectiveness each year through a Board self-assessment process, setting goals for improvement, and monitoring progress towards those goals and;
 - School leaders and holding them accountable by recruiting, hiring, evaluating, and when necessary, terminating BELIEVE's ED.
- Compliance, including:
 - The Board will develop and execute academic and organizational policies according to the organization's mission;
 - The Board will ensure that BELIEVE abides by its charter, governing documents, and relevant federal, state, or local laws and regulations;
 - Conduct relevant work with the state charter sponsor.

- Finances, including:
 - The Board will provide oversight of all financial aspects of BELIEVE, including budget development, approval, monitoring, and fiscal controls;
 - Ensuring that audits of the schools' finances are conducted as required by law;
 - The Board will publish annual financial reports aligned with Missouri law and requirements;
 - Oversee fundraising activities (private donations from foundations, corporations, and individuals).
- Hearings, including:
 - The Board will hear grievances filed by parents in accordance with BELIEVE Student and Family Handbook;
 - The Board will hear complaints filed pursuant to relevant charter school regulations; and,
 - Hear appeals by parents on matters of student discipline, including student expulsions.
- Further involvement by:
 - Attending at least one fundraising event per year (enrollment event, council meetings etc).
 - Enhance organizations public reputation by serving as an ambassador for the school

About BELIEVE Schools, Inc

BELIEVE STL Academy is part of the BELIEVE Schools, Inc CMO suite. BELIEVE Schools, Inc launched its first site in 2020 in Indianapolis, BELIEVE Circle City High School. BCCHS launched with roughly 60 students during the COVID-19 pandemic. Now in its third year, BELIEVE has 215 students serving grades 9-12. Our first graduating class will be this Spring with a small cohort of 6 students. BELIEVE ended up taking a small cohort of 10th graders during 2020 due to low enrollment city-wide because of the pandemic. BELIEVE STL Academy is seeking sponsorship for the Fall 2024 with 9th grade. BELIEVE STL Academy will follow a similar model and programming but work with partners local to the city of St. Louis.

BELIEVE STL Academy and BELIEVE Schools, Inc will be connected via a Memorandum of Understanding (MOU). This can be found in Appendix B.1.9. New schools to the network must operate with the MOU in place. However, similar to our model with students, the MOU is structured to provide agency to school leaders while sticking true to the core principles of a BELIEVE campus.

B.2 – Governing Board Composition

BELIEVE STL Academy will be governed by seven to eleven Board of Directors in accordance with its adopted corporate bylaws (see Appendix B.1.3), which shall be consistent with the terms of this charter. BELIEVE has secured board members who have experience in one or more following areas: legal/law, business, finance/accounting, education, marketing/public relations, college readiness, and career programming. BELIEVE shall not prohibit interested candidates from serving on the Board if otherwise qualified.

BELIEVE currently has seven secured Board Members who have varying expertise, and are able to offer advice, direction, and guidance to the school's leadership and representative bodies. Board experience includes individuals who have served at successful organizations and managed the implementation of the organization's program appropriately. All current board members live in St. Louis or the state of Missouri and are committed to BELIEVE's vision, mission, and code of ethics. The board will be responsible for submitting the charter, including a description of grades served, as well as policies and procedures to (sponsors) pursuant to [RSMo 160.405.1\(5\)](#) and [160.405.2\(1\)](#). A financial plan for the length of the initial charter approval will also be submitted, pursuant with [RSMo 160.405.1\(3\)](#) and MCPSC. The initial charter term will be five years, in accordance with [RSMo 160.405.1\(9\)](#).

Upon approval, BELIEVE will be a member of the Missouri Charter Public School Association and Board members are required to participate in their training for board development growth. Board members have a clear understanding and vision of their roles, the importance of the role and have personal responsibility for the school. Board members will be made aware of their duties as public servants in accordance with [RSMo 105.450](#).

Founding Board of Directors

Board member's resumes can be found in Appendix B.2.1. Background check and family care safety registration can be found in Appendix B.1.6. The Survey of Prospective Charter School Board Members and Conflict of Interest Disclosures are in Appendix B.1.5.

The chart below highlights each Board Members' area of skill and focus as part of the BELIEVE STL Academy Board. Additionally, BELIEVE has reserved one seat for a parent so that parent and family voice is heard at all times.

Name	Title	Relevant Experience
Dr. Alexandra Boyd	Executive Director of Public Charter School Partnerships	<ul style="list-style-type: none"> • CEO of the ASK Academy • Director of Program Evaluation - Arkansas Department of Education
Jesse Dixon	Partner, The Opportunity Trust	<ul style="list-style-type: none"> • VP of Career Development • Education Consultant - SLPS • ED, SIUE St. Louis Center
Taijuana Wells	Licensed Counselor, Business Owner	<ul style="list-style-type: none"> • Licensed counselor and therapist • Business owner
Madeline Hantak	Program Coordinator, Member Engagement & Events- The Catholic Health Association of the US	<ul style="list-style-type: none"> • Events Manager • STL Native; attended Rosati-Kain HS
Kacey Martin-Johnson	Corporate Senior EHS Manager for Curium Pharma	<ul style="list-style-type: none"> • Industrial Hygienist • STL Native • Corporate Senior EHS Manager
Geferi Zasaretti	Athlete Agent & Director of Basketball Operations, Alliance Management Group	<ul style="list-style-type: none"> • Athlete Agent & Director of Basketball Operations • Regional Development Manager, Tech Mahindra • Mortgage Banker
Thomas Boroughs	Dean, SLU College for Public Health and Social Justice	<ul style="list-style-type: none"> • Dean • Professor • ED of SLU Center for Outcomes and Research
Seat for Parent		

Preparation

In addition to training by MCPA and/or Charter Board Partners, and [Board on Track](#), new board members are required to attend orientation detailing the state of the school, current challenges, and opportunities. All board members receive access to Board on Track where they can easily access the school's charter, bylaws, articles of incorporation, legal documentation, charter laws, and other important documents. Additionally, EdOps will provide training and oversight to the Board to instruct on reading financial statements and charter school financials.

Structure

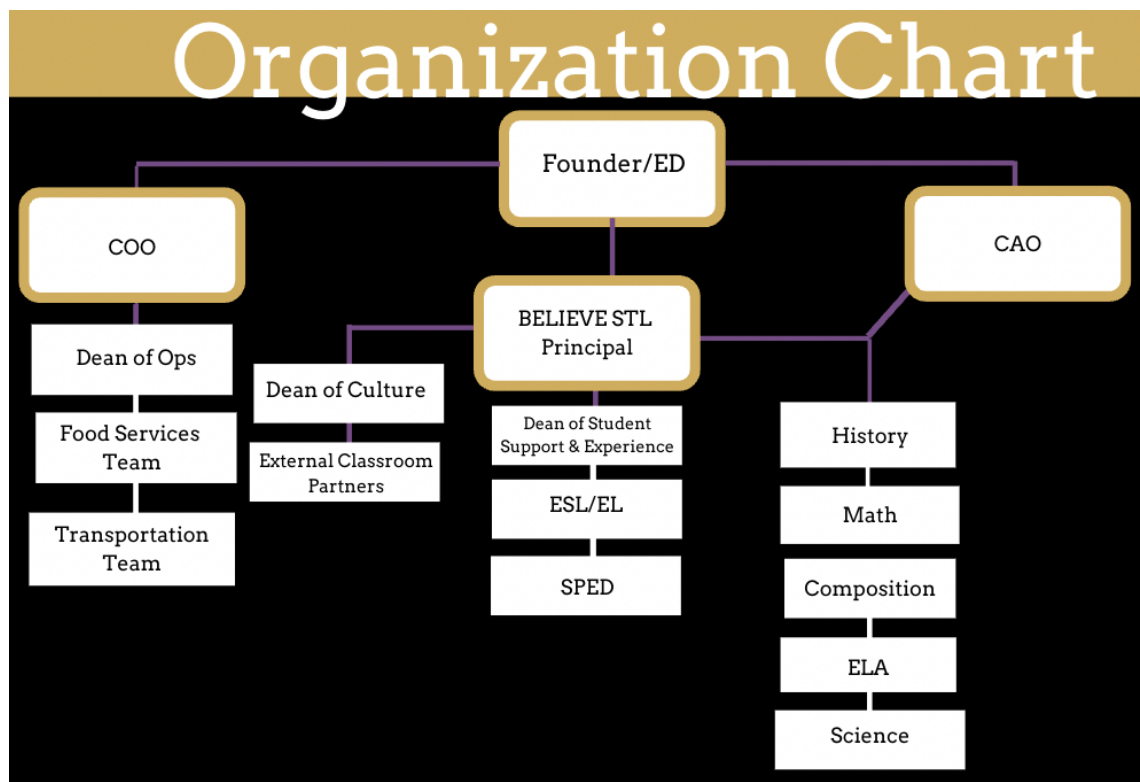
Board members convene once per month. Committees meet on a monthly basis as well. Committees include: Governance, Finance, Development, and Academics.

The following positions are part of the Board of Directors:

- President: Provides oversight and leadership for the board. Leads board meetings, sets agendas, and ensures the board is in compliance.
- Secretary: Publishes board meeting minutes and takes meeting minutes.
- Treasurer: Leads Board's financial activities; monitors the budget against actuals and provides reports to the full Board; oversees financial transactions; and chairs the budget and finance committee.

The board will share responsibilities for new board member recruitment. Once a board member has identified a potential new member, the Board will notify the board chair for an interview. Following this interview, the candidate will interview with the ED. The candidate will then go in-front of the full board for vote at the following month's board meeting.

B.3 - Management and Operations



For the first two years of operation, some team members will “wear multiple hats” and might serve in dual-roles. However, enrollment will help guide hiring practices and final hiring numbers. The organization chart above outlines the structure for Year 1 and Year 2. The organizational chart illustrates how personnel will be managed and provides an overview of the organizational structure.

The table below breaks down team members’ “Big Rocks” or their major responsibilities as part of their role. Descriptions of the organizational leadership/network team and school site leadership can be found below.

Organizational Leadership		
Executive Director	Chief Academic Officer	Chief Operations Officer
<ul style="list-style-type: none">FundraisingFinance	<ul style="list-style-type: none">Manage Academic Department	<ul style="list-style-type: none">Marketing/Advertising/Digital

<ul style="list-style-type: none"> • Facilities • Operations • Public Relations + Community Engagement • Board Management • Compliance • Manage Principles • Growth & Expansion 	<ul style="list-style-type: none"> • Assessment • Data • Curriculum • Gradebooks & Grading Practices • Instructional Leadership Development • Teacher Support & Retention • Instruction • Teacher Development <ul style="list-style-type: none"> a. Teacher Performance Expectations b. Professional Development c. Teacher Coaching 	<ul style="list-style-type: none"> • Compliance/State Reporting • Finance • Grants • Food Services Compliance • Growth • Facilities • Food Services • IT • HR • Enrollment
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School Based Leadership			
Principal	Dean of Student Support & Experience	Dean of Operations	Dean of Culture
<ul style="list-style-type: none"> • Professional Development • Coaching • Teacher Evaluations • Assessment Coordinator • Learning Walks • Academic Team • Data Meetings • Parent Engagement • Dean Coaching • Talent • External partnerships • Staff Culture/ Accountability • RTI Interventions • Liaison with IP 	<ul style="list-style-type: none"> • Dual Enrollment • Course Scheduling • Co-Lead Grading • Coaching/Curriculum (Science/SPED) • ELL compliance • Course Offerings <ul style="list-style-type: none"> a. Dual Enrollment b. CTE c. Online Courseware 	<ul style="list-style-type: none"> • Controller-Financial • Food Service and Records • Student Records • Attendance • Enrollment • Facilities • Scholar Trips 	<ul style="list-style-type: none"> • Culture System • Character Academy • SchoolRunner • Student Culture • BELIEVER Status system • Lead Arts Programming • Purpose Pathways • Communication Logs • Extra Curricular/Clubs • Athletic Director • Village: Employability Tracker (Employ Indy)

In Year 3, BELIEVE will hire a Dean of Instruction, Social Worker, and Dean of College and Career. The Dean of Instruction will support the Principal in coaching of teachers, classroom observations and feedback, and curriculum development. The Social Worker will support the Dean of Student Supports & Experience and will oversee external partners who support counseling and therapy services. Additionally, this person will serve over the McKinney-Vento Liaison and assist with Title grants. The Dean of College and Career will oversee course scheduling and the dual enrollment programs with external partners.

The Executive Director, Chief Academic Officer, and Chief Operations Officer are identified and will be supporting in the launch and development of the school. The Principal has also been identified at BELIEVE STL Academy. Upon sponsorship, BELIEVE will begin hiring for the remaining leadership positions.

As included in our 5-year budget projections with Afton Group, Inc, BELIEVE has outlined the Staffing Schedule as part of the budget which can be referenced in C.1-Budget. BELIEVE is intentional about hiring based on need and enrollment. We will not overhire in the case we do not meet enrollment. If we do meet requirements, then we will hire additional teachers and team members. The staffing schedule below provides adequate coverage for core content classes, village leader roles, and necessary support staff members. BELIEVE partners with community partners and experts locally to provide elective courses like arts programming. Additionally, our staffing plans along with the course schedule, allows our teachers to have two planning periods per day. The staffing plan below outlines Year 1 through Year 5 as enrollment increases.

As required in [RSMo 160. 420.2](#) and [RSMo 168.133](#), employees will not be hired until they pass a criminal background check and family care safety registry check. Prospective hires convicted of a felony or Class A misdemeanor are automatically disqualified; Class B/C misdemeanors and infractions trigger a review by the Executive Director and Board and are evaluated case by case. No more than 20% of full time equivalent instructional staff will be filled by non-certified personnel.

B.4 - Staff Recruitment, Retention, Replacement and Training

The hiring chart below displays BELIEVE's master hiring schedule as it relates to student enrollment. This table gives an overview of the hiring schedule Year 1 through Year 6. BELIEVE's hiring schedule has a direct correlation to enrollment. If BELIEVE is seeing an influx of English language learners, we may shift a role or two to support these students specifically.

FTE								
School Leadership	-	-	-	1.0	3.0	5.0	8.0	
Operations	-	-	1.0	2.0	1.0	5.0	5.0	
Teachers	-	-	-	-	6.0	12.0	18.0	
Social Work	-	-	-	-	1.0	1.0	1.0	
Food Server	-	-	-	-	1.0	2.0	2.0	
Transportation	-	-	-	-	1.0	3.0	3.0	
Network Leadership	-	-	-	-	-	-	-	
Finance Team	-	-	-	-	-	-	-	
Academics Team	-	-	-	-	-	-	-	
Total FTE	-	-	1.0	3.0	13.0	28.0	37.0	

Staffing Plan

BELIEVE is hyper-focused on student to teacher ratios. As we did with our first site, it's important to launch with a small student to teacher ratio of 15:1. Not only does it allow for smaller class sizes, but it allows for more one-on-one support and has helped create a strong culture in the school. This allows teachers to adapt to our systems and expectations.

Executive Leadership Team

The Executive Director will continue to serve in the role as the organization navigates through expansion and growth. The ED has identified two founding team members that have joined the network team– the Chief Academic Officer and Chief Operations Officer. These two roles are imperative as the network continues to expand. The resumes of founding Executive Leadership Team members can be found in Appendix B.4.1.

Over the first year, the Executive Director will continue to support the Founding Principal, with hiring, recruitment, and general oversight and coaching of the new campus.

Instructional Staff

BELIEVE will serve roughly 100-125 students in Year 1 and will grow to 400-430 at scale. Class sizes will be no larger than 20 in Year 1 and at scale, no larger than 30. In Year one, we will have at minimum (4) full time teachers hired, with Deans teaching a course, and the additional external partners that we contract with. External partners may teach Fine and Practical Arts Courses, Personal Finance, Health & Physical Education, or other elective based courses.

Specialized Experts

BELIEVE recognizes that there will be a number of students who are below grade level, classified as English Learners (EL), or who require Special Education services. Our model provides students small group instruction throughout the school day. In addition to instructional staff, we will hire a Special Education Teacher and—as needed—an English Language Learner teacher. Depending on the number of students we serve who are multilingual learners, we may not hire an English Language Learner teacher; instead, we

may opt to rely on our BELIEVE's network-level academic team to provide training to teachers on how to best meet the needs of multilingual learners as needed. These roles will report to the Dean of Students. By year three, we will have expanded Dean roles allowing for our Dean of Student Support and Experience to focus on these two areas while giving some of their previous responsibilities to other new team members—social worker and school counselor. Depending on enrollment, these numbers might increase to accommodate accordingly.

Student Support Staff

The role of social and emotional learning and development for students is imperative for their future success. With that, we will have a Dean of Culture in Year 1 that will oversee and manage external partners who provide support services for students. By Year 3, we will have a full time social worker to help support and provide services to students directly.

Operations Staff

The Dean of Operations with support from Chief Operations Lead will work with the Office Coordinator, who will be responsible for maintaining day-to-day operations. By Year 3, the operations team should be built out with Office Coordinator, Bus Drivers, and Food Service staff.

Professional Development Plan

BELIEVE sets high expectations for students. This all begins with effective, focused, and intentionally-planned professional development for teachers and staff. During the summer, all staff report to school three weeks before the first day of school. The table below outlines the activities and topics discussed during professional development. At the end of the three weeks and before students start, all staff goes on a mandatory one night camping trip at a nearby campground. This is an opportunity for staff to bond, engage, and deepen relationships with one another. We've found this to be a key part of creating a community and culture among staff. When staff are aligned on vision and expectations, this carries over to students when they start. Professional Development plans are shared pursuant to [RSMo 160.405.1.\(4\)](#).

During the school year, teachers engage in weekly professional development. An outline of professional development opportunities can be found below.

Topic	Activities	Frequency	Lead By
BELIEVE Teacher Intensive - Summer PD	Teacher/School Handbook	Summer Orientation	Principal & Dean of Operations

Three week orientation that covers onboarding, HR, BELIEVE programs and expectations, school safety, and school culture development.	Culture & School Expectations	Summer Orientation	Principal and Dean of Culture
	Instruction	Summer Orientation	Principal and CAO
Data Review & Systems A focus on data driven instruction and how data is an integral part of the school, decision-making, and student outcomes.	Assessments (EOC/Benchmark)	Summer Orientation & Ongoing PD	Principal and CAO
	IEP/Accommodations	Summer Orientation & Ongoing PD	Principal and CAO
	Culture as it Correlates to Student Success	Summer Orientation & Ongoing PD	Principal and Dean of Culture
	Surveys: Student, Family, and Staff	Summer Orientation	Principal and CAO
School Safety, Culture, and Systems Welcoming staff to an inclusive, family-like environment where everyone feels prepared, safe, and understands the school's systems.	Digital Systems: SIS, SchoolRunner, and more.	Summer Orientation & Ongoing PD	Principal & Dean of Operations
	Building and Classroom Safety	Summer Orientation & Ongoing PD	Principal & Dean of Operations
	Our Approach to School Culture and Discipline	Summer Orientation & Ongoing PD	Principal and Dean of Culture
	Social Emotional Learning	Summer Orientation & Ongoing PD	Principal & Dean of Students
Academics & Instruction Focusing on student and teacher engagement, teacher strategies, and how to improve outcomes for students.	Lesson Planning 101	Summer Orientation & Ongoing PD	Principal and CAO
	Co-Teaching	Summer Orientation & Ongoing PD	Principal and CAO
	Grading and Analyzing Student Work	Summer Orientation & Ongoing PD	Principal and CAO

Our Approach to Hiring

At BELIEVE, we have a heavy emphasis on hiring individuals who are mission aligned, driven, and are dedicated to student success and outcomes. Additionally, our network is focused on ensuring our staff, at all levels, heavily reflects the students we serve. Our goal

is to maintain a staff of 75% people of color. Currently at BELIEVE Circle City High School, our staff can be racially broken down in the following ways:

- 62% Black, or African American
- 14% Latinx, or Hispanic
- 7.3% White
- 11% Asian
- 3.7% Mixed Race

As reported by the [National School Boards Association](#), when students have teachers of color that look and reflect them, they perform better academically, improve levels of graduation, and are more likely to attend college.

In addition to teacher diversity, BELIEVE places a heavy emphasis on teacher competency and ability. BELIEVE evaluates teachers on the criteria below. The description of personnel qualifications is provided in pursuance of [RSMo 160.405.1\(4\)](#).

Competency	Indicators
Commitment to Students, Equity, and Diversity	<ul style="list-style-type: none">● Displays a strong commitment to the community and demographic of students we serve.● Understands and demonstrates inclusiveness, cultural awareness, and strong emotional intelligence.
Autonomy and Personal Accountability	<ul style="list-style-type: none">● BELIEVE requires all staff be certified, or enrolled in a certification program. If a candidate is not enrolled in a program, BELIEVE will commit to helping the staff member secure a program.● Shows high levels of personal accountability; understands that the way they show up has a direct correlation on students.● Ability to reflect on areas of growth and successes.
Commitment to Student Outcomes and Achievement	<ul style="list-style-type: none">● Displays and understands the importance of innovation. We are educators and innovative thinkers. We don't always make decisions following the status quo.● Always makes decisions in the best interest of our scholars.
Teacher Ability	<ul style="list-style-type: none">● Makes content and lesson plans that are culturally relevant to students.● Addresses and understands the various needs of

	students in the classroom. <ul style="list-style-type: none"> ● Sets and maintains high expectations for students and peers.
Classroom Management	<ul style="list-style-type: none"> ● Demonstrates the ability to create a strong classroom culture. ● Handles difficult conversations and interactions with students professionally and empathetically. ● Able to consider others' experiences, backgrounds, cultures and how that can show up in the classroom space and behavior. ● Holds every student to high expectations.

Staff and Personnel Recruitment

As listed, BELIEVE is dedicated to hiring a diverse staff that align with our mission and vision. It's important that all staff members are committed to their personal growth and how their work shows up for students and student outcomes.

There is a nation-wide shortage of teachers. However, St. Louis remains a competitive market for attracting teachers and retaining ones that are highly effective and qualified. During hiring season, BELIEVE is intentional on ensuring candidates receive a speedy, yet comprehensive interview process. Due to the current demands in the job market, it's important that candidates feel like their time is valued and not being wasted. Additionally, during the hiring process, BELIEVE wants to ensure that all staff have a thorough understanding of the expectations and requirements as a BELIEVE staff member. From the first phone screen, to the final interview, BELIEVE is clear and forthright with expectations. During the hiring process, BELIEVE pulls in existing teachers who can help speak to their experience at BELIEVE and answer questions that a candidate might have from experience. We've found this to be a value add not only to new staff members, but existing teachers as well as they feel like their opinions and perspective matters in regards to new hires.

BELIEVE engages with a variety of organizations to attract high quality candidates, like Teach for America. At BELIEVE Circle City High School, year over year, approximately 25%-60% of teachers came from TFA. While we recognize, STL does not have a TFA that produces teachers anymore, we will work with TFA to tap into their alumni network that will come from other regions. In addition to TFA, we work with local universities to recruit teachers. At BELIEVE Circle City High School, we participated in the Teacher Residency Program with Marian University. 100% of the teachers placed with us seeked and accepted full-time roles with us following their residency program. We hope to do the same through our partnership with St. Louis University's School of Education. Building a strong pipeline and relationship with organizations will help the city retain high-quality teachers furthering

the development of the city. BELIEVE is also seeking partnerships with Harris-Stowe University, University of Missouri- St. Louis (UMSL), St. Louis Teacher Residency, and Washington University to build teacher pipeline programs.

Upon sponsorship, BELIEVE will seek credentials to the MOREAP, Missouri's teacher hiring platform to find and source quality candidates. Additionally, BELIEVE has begun early conversations with Black and Brown Teaching Trust to find potential personnel.

Legal Compliance

BELIEVE complies with all state, federal, and local laws regarding employment, hiring, and staff grievances. Upon sponsorship, BELIEVE will adopt the Missouri Charter Public School Association's Human Resources Policies. BELIEVE intends to hire teacher candidates who hold a valid Missouri teaching certificate. However, per [RSMo 160.420.2](#), may employ non-certified instructional personnel, provided that no more than 20% of the full-time staff positions are filled by non-certified staff. This also aligns to Title I Guidelines, which requires that schools receiving federal funding meet applicable certifications and licensure requirements.

When interviewing non-certified candidates, BELIEVE considers experiences, program enrollment, trainings, and relevant skills similar to:


- Education: Undergraduate and Master's degree in related fields
- Teaching certifications issued by other states or prior teaching experiences
- Certification by National Standards Board
- Evidence of technical training
- Road to Licensure: Currently seeking placement in a program to earn credentials

As listed in all employee contracts, BELIEVE staff members are at-will employees. BELIEVE will not employ an individual who has a teaching license that has been suspended or revoked by Missouri State of Education in accordance with [RSMo 168.071](#). No candidate will be hired that does not pass a criminal background check and complete the Family Care Safety Registry.

BELIEVE's ED and Principal will work with our Human Resources Partner, HCC to manage payroll and HR related items. As indicated in [RSMo 160.420.3](#), personnel will be enrolled in the Public School Retirement System of the City of St. Louis.

BELIEVE STL Academy will adopt the BELIEVE Schools, Inc Staff Handbook. Upon sponsorship, BELIEVE will work with HCC to ensure it is in compliance with all state, local,

and federal laws regarding employment and hiring.

 BELIEVE SCHOOLS, INC COMPENSATION PROGRAM			
YEARS	BA	MA	Non-Certified
0	\$50,000	\$54,000	\$46,500
1	\$52,000	\$56,000	\$48,500
2	\$54,000	\$58,000	\$50,500
3	\$56,000	\$60,000	\$50,500
4	\$58,000	\$62,000	\$50,500
5	\$60,000	\$64,000	\$50,500
6	\$62,000	\$66,000	\$50,500
7	\$64,000	\$68,000	\$50,500
8	\$66,000	\$70,000	\$50,500
9	\$68,000	\$72,000	\$50,500
10	\$60,000	\$74,000	\$50,500

BENEFITS

- Highly competitive medical, dental, vision, life insurance packages
- Free financial planning & advising
- Competitive 403(b) packages
- Free mental health and counseling services offered

CULTURE

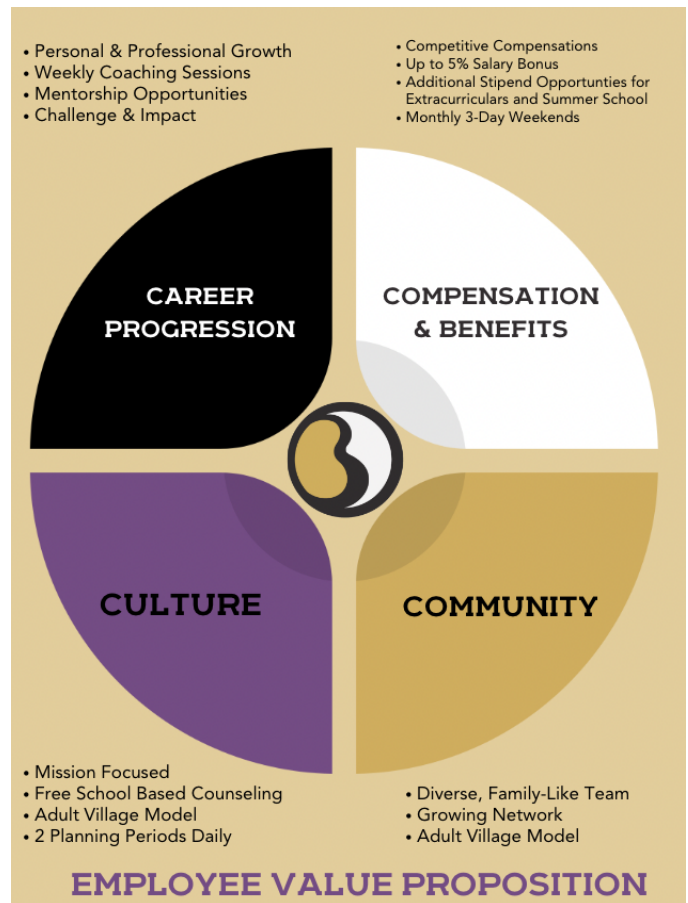
- 2 planning periods per day
- Monthly 3-day weeks & strategic vacations
- Adult Village program
- Diverse Team
- Growing Network

BONUS

- Opportunity for competitive bonus system based on performance
- Coaching, tutoring, and other stipends available to eligible employees

\$1k increase annually after 10 years

Apply at believeschools.org



Salary and Benefits

BELIEVE will continue to provide competitive salary and benefits packages for all staff. The median starting salary for a first year teacher in St. Louis is \$32,970. BELIEVE Schools, Inc will establish a pay scale for the local market that will be similar to the BELIEVE Circle City High School pay scale below. The pay scale below (and in Appendix B.4.2) shows the average term for teacher salaries across Indiana and Indianapolis. The Compensation Program below is for the Indianapolis region. Upon sponsorship, BELIEVE will replicate this format and provide a compensation program for the St. Louis region.

Average district wide salaries from the St. Louis region can also be found below.

Average Teacher Salaries - State of Missouri¹

¹Data sourced from <https://missouri.teach.org/salary-benefits-missouri>

<i>*indicates school in St. Louis City</i>	
Missouri Statewide Average	\$32,970
St. Louis City	\$40,576
St. Louis Public School District*	\$40,575 (<i>pay scale Appendix B.4.2</i>)
KIPP St. Louis Public Schools*	\$42,700 (<i>\$36,295 non certified</i>)

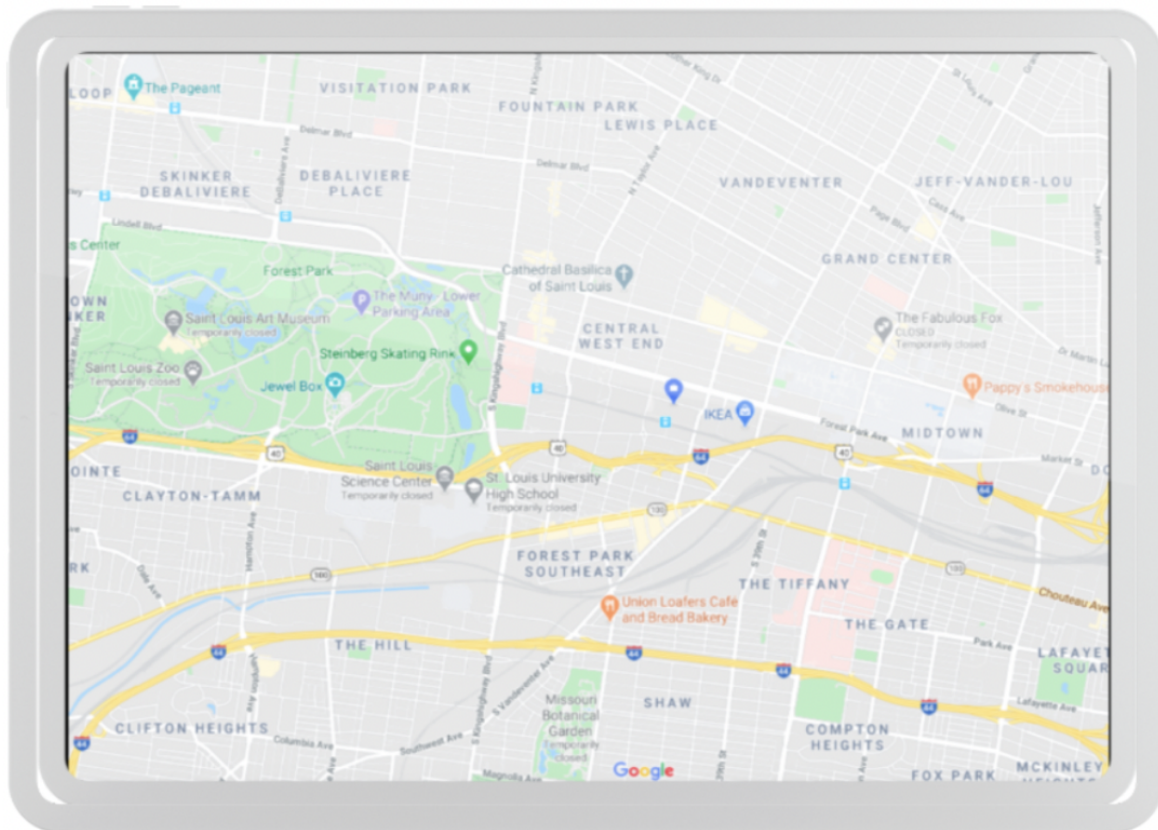
BELIEVE offers a competitive benefits package that requires little to no cost to the employee. A breakdown of benefits can be found in the graphic below. Additionally provided, is a screen capture of our Employee Value Proposition. This includes not only competitive salary and benefit details, but other supportive services and programs that BELIEVE offers to all staff members.

Some of the most noteworthy programs part of our EVP include:

- Strategic Vacations: Every month, staff has (at a minimum) a 3-day weekend or some kind of extended break. This schedule provides teachers the opportunity to maintain work life balance and the opportunity to travel, schedule appointments, or practice self-care.
- Early Release: One Friday a month, teachers leave at 2PM with students. Typically, teachers have professional development from 2PM-4PM every Friday.
- Core Content Schedule: Teachers only teach core content classes Monday-Thursday. Fridays they engage in professional development while students are in arts programming that are led by external partners. They also spend time with their villages and attend field trips or whole school or whole class activities.
- Balanced Schedule: Teachers are guaranteed two planning periods Monday-Thursday.
- Counseling and Mental Health Supports: BELIEVE offers free on-site and virtual therapy and counseling support for all staff. Staff are able to sign-up during summer PD.

B.5 - Student Recruitment and Enrollment

BELIEVE STL Academy aims to be an institution that is centrally located, diverse, and meets the needs of students and families in the community. BELIEVE's recruitment and enrollment strategy are directly connected to our target demographic and the neighborhoods that surround it. BELIEVE will serve St. Louis' Central Corridor with an emphasis on zip codes: 63110, 63108, and 63112. This area encompasses five-seven neighborhoods. In order to properly serve the communities in need, BELIEVE's lottery policy gives preferences to students in 63110, 63108, and 63112.



Although BELIEVE will target students in the priority zip codes, we will also recruit and accept students in the neighboring areas such as: Compton Heights, Tower Grove East, Tower Grove South, Lafayette Square, Fountain Park, and Southwest Garden. These neighborhoods are diverse both racially and socio-economically and are experiencing population growth. The BELIEVE Founding Team understands that the school's location will

aid in student recruitment efforts. As we continue to navigate and finalize the exact location of our site, we will ensure that it is easily accessible for families and is centrally located, which will be beneficial for our families.

The table below shows public school options throughout our desired area; specifically looking at the high school options in the 63110, 63108, and 63112 zip codes. The table highlights the grades served at each school, total enrollment, and EOC proficiency rates.

<u>KIPP St. Louis High School</u>				
	Average ACT Composite: 16.3	Math	ELA	Science
Below Basic		59.9%	39.0%	43.5%
Basic		27.8%	44.6%	42.3%
Proficient		9.7%	13.3%	12.2%
Advanced		2.7%	3.1%	2.0%

<u>Gateway Science Academy</u>				
	Average ACT Composite: 19.6	Math	ELA	Science
Below Basic		30%	17.6%	28.7%
Basic		30.7%	37.6%	38%
Proficient		20.0%	27.3%	19.0%
Advanced		19.3%	17.5%	14.3%

Student Recruitment

As practiced at BELIEVE Circle City, BELIEVE STL is working to ensure that there is a methodical and inclusive approach to student recruitment. BELIEVE aims to be a socioeconomically and racially diverse space. BELIEVE aims to serve a student population that is approximately 85%-95% FRL. Recruitment efforts will be tracked tightly to ensure we achieve these expected outcomes, and so that families stay engaged throughout the enrollment process. The application process will be tracked daily by the Community Engagement Manager. This position is a contracted person during the pre-launch phase. This position will transfer to another role as we open Year 1.

Student Enrollment & Recruitment Targets

All students who reside within the St. Louis Public School District boundaries will be eligible to enroll in BELIEVE STL Academy. The enrollment process is in full compliance with [RSMo160.410](#) which covers school admissions. In Year 1, BELIEVE aims to enroll 100-125 9th grade students. Each year following, BELIEVE will grow by one grade level and enroll an additional 75-125 students. BELIEVE will be fully grown by year 4 with approximately 400-430 students. The chart below displays student projections:

BELIEVE Enrollment Projections						
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9	125	125	125	125	150	150
10		100	100	100	100	120
11			80	80	80	80
12				75	75	75
Total	125	225	305	380	405	405

Student Attrition and Transience

The Founding Team at BELIEVE aims to create an environment where students enjoy coming to school, feel safe, secure, and happy. With a large emphasis on school culture and

creating a different kind of environment, it's important that all students feel a true sense of belonging and that each student's individual needs are met. Pursuant to [RSMo 1604.405.1.\(13\)](#), BELIEVE will maintain a system for families to file formal complaints or grievances regarding the school, programming, or situation that occurred between students or staff. During summer orientation and ongoing orientations, BELIEVE's Leadership Team will discuss the process of how to access the form which will live on the school's website. The Front Office Manager (FOM) will also have access to share the complaint form with families. The FOM will not have access to the results or responses from the survey.

BELIEVE Schools, Inc looks at retention data as a leading indicator of success. That is why it's one of our goals. Each year, for the first four years, 80% of students enrolled at BELIEVE STL Academy will return for the following school year.

BELIEVE anticipates a low rate of student attrition, 20% annually for the following reasons:

1. BELIEVE campuses are a joyful, happy, and safe environment.
2. BELIEVE will be a rigorous, high quality school that meets the academic and social-emotional needs of all students.
3. If a student leaves the limits of St. Louis city, they don't need to leave BELIEVE. They have the ability to remain in school. BELIEVE will help families navigate transportation options.
4. Families have "bought in" to our systems—culture, operations (transportation), and academics. They have proactive information regarding our school and know what to expect.
5. Data matters. BELIEVE surveys families, students, and staff frequently to ensure we are meeting the needs of those we serve.
6. BELIEVE follows all federal and state laws ensuring students receive the adequate support they need to be successful. This includes following special education guidance, and the McKinney-Vento Homeless Assistance Act.

BELIEVE will backfill at 9th and 10th grade in order to serve as many students as possible. The table below illustrates BELIEVE recruitment targets each year which will account for incoming and re-enrolled students. The table below indicated recruitment targets. BELIEVE does not backfill at grades 11th and 12th due to the inability to uphold our model and programming.

BELIEVE Recruitment Targets						
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9	125	125	125	125	150	150
10		25	45	45	45	45
11			BELIEVE will not backfill at 11th and 12th grade. It does not allow us to uphold our model and programming.			
12						
Total	125	150	170	170	195	195

Lottery Policy

BELIEVE will be a nonsectarian school, meaning we will not charge tuition nor discriminate, for admission on the basis of race, ethnicity, religion, national origin, sexual orientation, disability, gender, income level, or proficiency in the English language per [RSMo 160.405.4.\(1\)](#) and [RSMo 160.415.11](#). BELIEVE will limit admission based on age, but does not have specific admissions requirements. BELIEVE does require all students to complete entrance testing but does not require a particular score in order to enroll. BELIEVE requires all student records to be received from the previous school before the student begins. This includes test scores, grade reports, transcripts, discipline records, medical records, etc. This is to ensure the child is set up for success, enrolled in the correct classes, and the school is prepared for emergencies if they arise. Additionally, families must complete the entire registration packet and attend an orientation before their student attends.

BELIEVE STL Academy aims to be an institutional asset to the neighborhoods closest to our school, so our lottery policy gives preference to students in our target zip codes. Seats remaining after the lotteries are open to students in St. Louis City on a first-come, first-serve. Pursuant to [RSMo 160.410](#), the enrollment process at BELIEVE STL Academy will be open to:

- all students who reside within the boundaries of the St. Louis Public School District
- non-resident students who transfer from an unaccredited district
- those eligible under the terms of judicial settlements or through urban voluntary transfer programs as defined by [RSMO 167.131](#)

If the number of applicants exceeds capacity, a lottery will be held. BELIEVE will hold two lotteries to enroll students, one in Session 3 on the second Friday in December and one on

the second Friday of March, during session 4. If the number of applicants for either lottery exceeds capacity, BELIEVE will enroll students randomly, with preference for eligible new student given in the following order:

1. Children of faculty, staff, and board members
2. Siblings of students currently enrolled as of the lottery data
3. Students who reside in priority zip codes
4. Students who qualify for free and reduced lunch, and
5. Other student applicants

Should a lottery be required, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until the capacity is reached. Lotteries will be randomized by a computer and certified by a third-party public official or outside firm to attest to the lottery's fairness. Additional applicants after the lottery will be added to a "waiting list", which will rank applications that were submitted during the enrollment period. Applications received after the enrollment period will be added to the bottom of the waiting list. These applications will be identified by number and by grade. Additional seat capacity after the second lottery will be offered on a first-come, first-serve basis to eligible students. In order to have the most accurate student counts and data regarding special education needs, BELIEVE will request information and records pertaining to the students services to ensure the school is adequately prepared to service the student.

BELIEVE will accept applications through the Missouri Charter Public School Association's Central Application System. Through this system families can sign up to receive news and updates via computer or mobile phone. The school will have access to the portal as well. The Front Office Manager and Dean of Operations will have access to the application through the MCPSA's website. When applications are received, the Front Office Manager will follow up with the family to greet them, and explain the enrollment process and timeline. Applications must include release of records and supporting documentation (proof of residency, immunizations).

In order to prepare for special education students immediately, BELIEVE will request information about special education services on the enrollment form (not on the application). Within 72 hours, BELIEVE will request student records from the receiving school (as required by [RSMo 160.261](#)) from any school the student has attended within the past 12 months. To determine the number of students who might be categorized as "at-risk" students, BELIEVE will keep direct certification forms in the front office for parents to complete to determine eligibility for free and reduced lunch. All enrolled families will be invited to BELIEVE's Juneteenth celebration which is an opportunity for families to meet

the teachers and staff, coordinate transportation logistics, tour the school, and meet other incoming students.

If the school is not able to reach a family with two weeks of enrollment and not able to secure their seat, then BELIEVE may open the spot up to another student on the waitlist. When a family is contacted on the waitlist, they have 72 hours to get back with the school before offering the spot to another family. BELIEVE staff always leaves a voicemail and sends a text when attempting to reach a family. All of these attempts will be logged into the HubSpot CRM system to ensure there is a record in the case of any issues or concerns.

Community Demand

As part of final submission, BELIEVE will submit 15-20 letters of support from families and community organizations in St. Louis City. See Appendix B.5.1.

Prospective Families: BELIEVE will have a database of at least 75 families by final submission who are prospective BELIEVE families.

Summer Program: BELIEVE will operate a summer program beginning in Summer 2023 for incoming 8th and 9th grade students. This will allow families to experience BELIEVE as we are in the beginning stages of launching.

Marketing/Social Media: BELIEVE Schools has over 1k followers on Facebook and over 400 followers on Instagram. BELIEVE regularly communicates updates on this channel. To maintain brand standards, BELIEVE STL Academy will have its own social media accounts and presence that speak to the city of St. Louis and families. Additionally, BELIEVE works with an organization called [Clix Marketing](#), who supports digital advertising and marketing.

Recruitment Initiatives: BELIEVE Circle City utilized a variety of additional recruitment strategies to build brand and community awareness, collect family data, and enroll students. The following methods were deemed successful and will be implemented in St. Louis accordingly:

- *Lunch & Learns @ Middle Schools:* We will begin outreach to potential feeder schools or middle schools partners to host lunch & learns during their lunch or free block during the day. During this time, our Founding Principal or another team member will do a brief presentation to talk and share about what kids would experience at

BELIEVE: A Day in the Life! We will utilize various forms of engagement to draw students in: swag/giveaways, showcase students from BELIEVE Circle City, show video content, and provide opportunity for Q&A with staff and students.

- *Lunch & Learns @ BELIEVE*: Once we have an established site, we will work with the same partners to conduct the same activities but do them at our site where students can tour and see the building.
- *Open House*: Once a site is selected, BELIEVE will host Open Houses on the campus for community members, potential teachers and staff, potential students and families to see the school and tour. During these events, guests will have the opportunity to meet teachers, staff members, or other partners and learn more about the programming, model, sports and extracurricular activities, academics, and more.
- *Community Meet-Ups*: Until we determine and secure a facility, we will host Community Meet-Ups at various locations across the city. These locations could include one of our partners' schools, office spaces, or a local ice cream shop or something similar. BELIEVE will get pre-approval and signed contracts prior to advertising the event. BELIEVE's insurance will provide coverage for these events when not on our campus.

B.6 - Parent/Guardian, Community, Higher Education & Employee Involvement

Family Engagement

BELIEVE values the voice of its families. We strive to create a community where all voices are heard and feel supported to have choice and direction in their child's education. In order to engage and interact with families as much as possible, BELIEVE has the following standard touchpoints with families. These are in addition to any other sporting events or extracurricular activities that parents have the ability to participate in.

Purpose Pathway Meetings

These meetings happen four times a year. It's a time for the student, parents, and village leaders to meet to discuss the student's progress, grade reports, behavior, and set goals. During the meeting, parents have the opportunity to provide feedback for the school

through an online tool on [Formstack](#).

POSSIP

POSSIP surveys will go out to families monthly to collect feedback and ratings from the school. Leadership team members review the feedback and follow up with families as needed.

Sharing Information with Families at BELIEVE

Accurate and timely information sharing is essential to BELIEVE staff and families. This ensures families are on the same page as staff and have all information they need at all times. BELIEVE uses a variety of channels to communicate directly with families. The table below outlines the various channels of communication that families have access to.

Parent Communication Channels		
SIS/SchoolRunner	Direct to Family	Digital
<ul style="list-style-type: none">• Weekly Grade Reports• Discipline Logs• Tracks Communications	<ul style="list-style-type: none">• Remind• Phone Calls	<ul style="list-style-type: none">• Website• Social Media

SIS/SchoolRunner

The channel serves as the parents' real-time portal for weekly grade reports, discipline log, and tracks communication with teachers. At any time, parents and families can login to view their students' data and reach out to their teacher or village leader. BELIEVE is exploring using Alma or Lumen for an SIS system. On both systems, BELIEVE will have the ability to do robocalls in the case of emergency or last minute news or updates for families.

Direct to Family

These channels are the direct means of reaching the family. During orientation, families will enroll in Remind so they receive text message updates from the schools. Remind is used to send mass updates. Examples of times when Remind is used include but are not limited to: School Delays and Closures, Emergency Situations, Links to Weekly Family Newsletter, and updates around sports and games as they impact school-wide.

Digital

BELIEVE will encourage all families to follow us on social media during orientation. In addition to Remind, all updates, news, and scheduling related items will be posted and shared on social media and posted on the website. School calendars, sports schedules, and more will always be available on the website for parent and family download.

Policies

Complaints and Grievances

Pursuant to [RSMo 160.405.13](#) students and parents have the right to express school-related issues or concerns to the faculty and leadership team. BELIEVE assures students and parents the opportunity for time to review concerns. Staff members make an honest and forthright effort to resolve concerns as quickly as possible. If a parent is not satisfied with the way a concern was addressed, the parent can write a letter to the Board Chair via the Front Office Manager. The complaint should include the complainantees' name and students' names, contact information, description of the complaint, and detailed information regarding the school's action upon the initial raising of the complaint. The Board will render all decisions regarding the complaints.

If the parent is not satisfied with the Board's decision, the parent may present their complaint to the Missouri Charter Public School Commission (MCPSC). The MCPSC may choose to investigate and respond. The parent can get the contact information for the authorizer from the school's front desk. The Office Manager will put the information regarding the complaint into the student's file and will log it in the student's digital file in the SIS.

If the parent is still not satisfied with the MCPSC response, the parent may present their complaint to the Department of Elementary and Secondary Education (DESE), which may choose to investigate and respond. DESE has the power and the duty to take remedial action. The Office Manager will store any information from DESE in the student's file and will log in the student's digital file within the SIS.

Community & Higher Education Engagement

Partners that Provide Student Programming & Enrichment

As described throughout the application, BELIEVE operates on a traditional academic schedule Monday-Thursday. Friday's are called Freedom Friday's at BELIEVE. This is a time where a student's day is broken into three blocks. Activities and programming can be viewed below.

A Block

Arts Block. Students participate in fine and practical arts courses during their freshman year for two hours every Friday. After they've earned their arts credits, they may take physical education, health, personal finance, or another state required elective course.

B Block

BELIEVE Block. Students spend time in the village for an hour every Friday where they participate in activities like: portfolio creation, team building activities, self-identity and self-exploration projects, or social justice projects.

C Block

College, Community, and Career Block. Students are exposed to colleges through research projects, and college tours, participate in community service projects, and attend job shadows, career fairs, or observe career panels. The goal is to expose students to as many post-high school opportunities as possible while also finding passions within their community to give back and support.

BELIEVE works with external partners heavily on Freedom Fridays. We partner with organizations and experts in said fields to run the programming. This allows our students to have exposure to activities that they traditionally wouldn't have access to or learn from someone who has been in the field for most of their career. During A Block, teachers are able to participate in professional development while students are with other instructors. This alleviates the need to have half days or hold teachers after school hours for professional development. Over the next several months, BELIEVE is meeting with a wide variety of organizations and individuals to determine partnership opportunities for Freedom Fridays. The table below outlines some of our existing partners and others that we are seeking partnership with. MOUS or Letters of Support can be viewed in Appendix B.5.1.

Potential Community Partners	
Partner Name	Activity
Regional Arts Council	For Fine & Practical Arts Programming
ECO Act	For Environmental Science Programming
St. Patrick Center	For community service projects
St. Louis Area Foodbank	For community service projects
Forest Park Forever	For community service projects
MusicLink Foundation	For Fine & Practical Arts Programming
Mission: St. Louis	For community service projects; resource for some families

In addition to Freedom Fridays, BELIEVE offers club and extracurriculars (outside of athletics and sports) one day a week during 7th period. At BELIEVE Circle City High School, we noticed the number of students participating in clubs and afterschool activities was low due to transportation issues or needing to support at home with younger siblings. We then implemented 7th Period Clubs every Thursday. This provides students' an outlet once per week to participate in a club or activity they are passionate about or enjoy. BELIEVE Clubs will include but are not limited to: Anime Club, Business & Entrepreneurship Club, Gardening Club, Cosmetology Club, Cooking Club, Yearbook & Photography Club, and Student Council. Students are able to start any club they want as long as they have two other interested students and a staff sponsor.

Early College & Career Partnerships

As an integral part of our model, BELIEVE aims to have a large variety of college and career partners offering diverse program offerings. The table below outlines the college and career partners we are working to secure over the coming months (prior to sponsorship). Partners with a solidified partnership are (*) and have a Letter of Support included in Appendix B.5.1.

Partner Name	College/Career	Pathway Details
St. Louis University	College	Education; Bachelor's Degree; Health Science Focused Students
St. Louis Community College	College	Core42, Associate's Degree, Career Certification
SIU	College	Pre-Med; Health Science Focused Students
Harris-Stowe	College	Core42
CSPA Program	Career	Enterprise Software Program; IT
Ranken	College/Career	Technical Program
Launch Code	Career	Coding and IT
Bell Brown Medical Institute	Career	Medical
Merit America	Career	Technology
NPower	Career	Partnered with STLCC; free technical programming and development
Building Union Diversity Program	Career	Construction Apprenticeship Program

Appendix B.1.1 - Documentation of Missouri Non-Profit Status



BRYAN CAVE LEIGHTON PAISNER LLP
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T: +1 314 259 2000
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bclplaw.com

January 6, 2023

Keith J. Kehrer
Partner
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Believe Schools
5501 Delmar Blvd.
St. Louis, MO 63112

Dear Board of Directors:

Believe Schools is incorporated as a Missouri Nonprofit Corporation. A copy of its Articles of Incorporation and Certificate of Incorporation from the State of Missouri are attached. Believe Schools' EIN # is 82-5244309. A copy of the IRS acknowledgment letter is attached. Form 1023, Application for Recognition of Exemption, has been completed and filed with the IRS and is pending. Exemption, when granted, will be retroactive to the date of filing (11/10/2022). We are aware of no reason why exemption will not be granted. Should you have any questions, please do not hesitate to contact the undersigned at your earliest convenience.

Very truly yours,

Keith Kehrer

Keith J. Kehrer, Partner

Appendix B.1.2 - Articles of Incorporation

N000707923

Date Filed: 3/21/2018

John R. Ashcroft

Missouri Secretary of State

ARTICLES OF INCORPORATION OF BELIEVE SCHOOLS

A Missouri Nonprofit Corporation

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

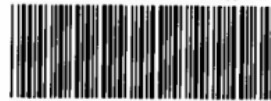
1. The name of the corporation (hereinafter referred to as the "Corporation") is Believe Schools.
2. This Corporation is a public benefit corporation.
3. The period of duration of the Corporation is perpetual.
4. The street address of the Corporation's initial registered office in Missouri is 3607 Viembra, Florissant, Missouri, 63034, and the name of its initial registered agent at such address is Juanita Neal.
5. The name and address of the incorporator is Kimberly Neal, 3607 Viembra Florissant, Missouri 63034.
6. The Corporation is organized, and shall be operated, exclusively for charitable, scientific, literary and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law), including, for such purposes, to establish and operate a charter school.

7. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its Directors, Officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article. The corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Except to the extent permitted by Code Section 501(h), no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation. Any other provision of these Articles to the contrary notwithstanding, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from the Federal income tax under Code Section 501(c)(3), (b) by a corporation contributions to which are deductible under Code Section 170(c)(2), and (c) by a corporation organized under the Missouri Nonprofit Corporation Act as now existing or hereafter amended.

8. The corporation shall have no Members. The affairs of the 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 the corporation shall be elected in the manner described in the Bylaws.

ORI-03212018-2111 State of Missouri

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Creation - Non-Profit

9. The corporation shall have all the powers permitted a corporation that is both a nonprofit corporation under the Missouri Nonprofit Corporation Act and an exempt organization described in Code Section 501(c)(3).

10. Bylaws of the corporation, consistent with these Articles, shall be adopted by the Board of Directors or the Incorporators, and may be amended in the manner provided in the Bylaws.

11. These Articles may be amended by the Board of Directors in the manner provided in the Bylaws.

12. Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, distribute all the assets of the corporation to one or more organizations then qualified under Code Section 501(c)(3) selected by the Board of Directors of the corporation. Any of 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 the corporation is then located to such organization or organizations as said court shall determine and as are then qualified as exempt under Code Section 501(c)(3). Notwithstanding the foregoing, to the extent required by Missouri law, upon closure of the corporation's charter school any unobligated assets of the charter school shall be returned to the Department of Elementary and Secondary Education of the State of Missouri for their disposition, which upon receipt of such assets shall return them to the local school district in which the school was located, the state, or any other entity to which they would belong.

(a) The provisions of this Article shall be in the nature of a contract between the corporation and each of its Directors and Officers made in consideration of such person's continued service to the corporation. The protection afforded to each Director or Officer by the provisions of this Article shall survive such person's term of office or employment. This Article may not be repealed, nor may the benefits to the Directors and Officers afforded hereby be diminished, except as to liability accruing in respect of acts or omissions occurring after the date of such repeal or modification.

(b) The corporation shall hold harmless and indemnify each Director and Officer to the fullest extent authorized or permitted by the provisions of Subsections 1 through 6 and 9 through 11 of Section 355.476, Missouri Revised Statutes, as amended (which Section, in its entirety, is hereinafter referred to as the "State Statute") or any other or additional statutory provisions which are hereafter adopted authorizing or permitting such indemnification.

(c) The corporation may purchase and maintain for the benefit of each Director or Officer, as named insured or additional insured, a policy or policies of general comprehensive liability insurance (covering claims arising out of death, illness or injury or arising out of property loss or damage) and directors' and officers' liability insurance (covering claims arising out of wrongful acts or omissions) in respect of liabilities asserted against and/or incurred by its Directors and Officers in either such capacity or otherwise in the performance of their services for the corporation.

(d) In addition to the foregoing, and subject only to the exclusions set forth in section (e) of this Article, the corporation shall, to the fullest extent authorized or permitted by the

provisions of Subsection 7 of the State Statute, hold harmless and indemnify each Director and Officer: (i) against any and all expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by such Director or Officer in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (including an action by or in the right of the corporation) to which such Director or Officer is, was or at any time became a party, or is threatened to be made a party, by reason of the fact that such Director or Officer is, was or at any time becomes a Director, Officer, employee or agent of the corporation, or is or was serving or at any time serves at the request of the corporation as a Director, Officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise; and (ii) otherwise to the fullest extent as may be provided to such Director or Officer by the corporation under the non exclusivity provisions of the State Statute.

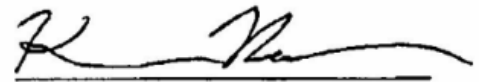
(e) No indemnity pursuant to section (d) of this Article shall be paid by the corporation: (i) except to the extent the aggregate of losses to be indemnified thereunder exceeds the amount of such losses for which the Director or Officer is indemnified either pursuant to section (b) of this Article or pursuant to any insurance of the type referred to in section (c) of this Article purchased and maintained by the corporation; (ii) in respect of remuneration paid to such Director or Officer if it shall be determined by a final decision of a court having jurisdiction in the matter that such remuneration was in violation of law; (iii) on account of such Director's or Officer's conduct which is finally adjudged by a court having jurisdiction in the matter to have been knowingly fraudulent, deliberately dishonest or willful misconduct; or (iv) if a final decision by a court having jurisdiction in the matter shall determine that such indemnification is not lawful.

(f) All agreements and obligations of the corporation contained in this Article shall continue during the period the Director or Officer is a Director or Officer of the corporation (or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise) and shall continue thereafter so long as the Director or Officer shall be subject to any possible claim or threatened, pending or completed action, suit or proceeding, whether civil, criminal or investigative, by reason of the fact that he or she was a Director or Officer of the corporation or was serving in any other capacity referred to in this Article.

(g) The corporation will pay, in advance of the final disposition of the action, suit or proceeding, all reasonable expenses of the Director or Officer incurred in defending any civil or criminal action, suit or proceeding against him or her, provided he or she shall have agreed to reimburse the corporation if and to the extent that it shall be ultimately determined that he or she is not entitled to be indemnified by the corporation for such expenses.

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

Executed this 5th day of March, 2018 by the Incorporator.



Kimberly Neal

STATE OF MISSOURI



John R. Ashcroft
Secretary of State

CERTIFICATE OF INCORPORATION

WHEREAS, Articles of Incorporation of

Believe Schools
N000707923

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, JOHN R. ASHCROFT, 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 21st day of March, 2018.


Secretary of State



Appendix B.1.3 - Corporate Bylaws

BYLAWS

OF

BELIEVE SCHOOLS, INC.

ARTICLE I

General

Section 1. Name. The name of the corporation is Believe Schools, Inc. (the “Corporation”).

Section 2. Address. The street address of the Corporation’s initial registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202. The initial registered agent in charge of the initial registered office is Kimberly Neal.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws (the “Bylaws”). The Board of Directors shall have the number of members, no less than three (3), as designated by resolution of the Board of Directors from time to time.

Section 2. Election and Terms. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the directors of the Corporation may elect a new director to replace the director whose term will expire, or has expired. The term of each member of the Board of Directors, other than the initial

directors of the Corporation, shall extend for a period of two (2) years, or such other period as is prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve up to a maximum of two (2) consecutive terms, provided that the director continues to meet the qualifications for which he or she was initially elected to serve as a director, after which a period of at least one year must pass before that person may be reelected as a director; provided, however, that the Board may waive the requirement for a one-year break in what it deems to be exceptional cases. The Executive Director of the Corporation shall serve as an *ex officio* non-voting member of the Board.

Section 3. Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Special Meetings. The Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of

the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all participating directors or committee members, and all members of the public physically present at the place where the meeting is conducted, may simultaneously hear each other during the meeting, provided that (i) such meeting complies in all respects with the provisions of the Indiana Open Door Law in IC 5-14-1.5-3.6, and (ii) the Board of Directors has adopted a policy to govern participation in meetings by electronic communication pursuant to IC 5-14-1.5-3.6. A director or committee member participating in a meeting by such means shall be considered present in person at the meeting.

Section 9. Removal, Resignation, and Vacancies. A director may be removed from office at any time, with or without cause, by two-thirds of the directors then in office. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. A vacancy on the Board of Directors, whether created by removal or resignation of a director, may be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Vice Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. All officers may, but need not, be members of the Board of Directors. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors with or without cause. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Vice Chair. The Vice Chair shall assist the Chair and assume the duties of the Chair in the absence of that officer. The Vice Chair shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 6. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Executive Director

The Board of Directors may employ or engage an Executive Director (under that title or a similar designation, such as “Principal” or “Head of School”) to serve as the operating head of the Corporation. The Executive Director shall report directly to the Board of Directors, and when appropriate to the Executive Committee (as applicable). Compensation, terms of employment or engagement, and responsibilities of the Executive Director will be established by the Board of Directors or by the Executive Committee (as applicable and subject to the approval of the Board of Directors). The Executive Director is, among other duties, charged with hiring, supervising, and managing the other employees of the Corporation.

ARTICLE V

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the

Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE VI

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with

the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest

described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VII

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or

proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article.

Section 2. Definitions.

- (a) As used in this Article, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation;
 - (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
 - (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such

capacity at the time such liability or expense shall have been incurred.

- (b) As used in this Article, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article, the term “wholly successful” shall mean
 - (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee

and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE VIII

Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

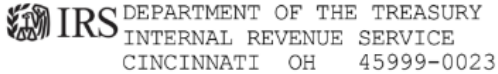
ARTICLE IX

Amendments

The power to make, alter, amend, or repeal the Bylaws ("Amendments") is vested in the Board of Directors of the Corporation; provided, however, that if the authorizer (as the term "authorizer" is defined in IC 20-24-1-2.5) of the charter of any school operated by the Corporation reserves the right to approve material changes to the governance or organizational structure of the Corporation and the Amendments represent such a material change, then such proposed Amendments must be approved in writing by the authorizer of the school prior to the Board of Directors of the Corporation taking any action thereon.

These Bylaws were adopted as of the 26th day of December, 2018.

Appendix B.1.4 - Documentation of IRS Status



BELIEVE SCHOOLS
3607 VIEMBRA DR
FLORISSANT, MO 63034

Date of this notice: 04-19-2018

Employer Identification Number:
82-5244309

Form: SS-4

Number of this notice: CP 575 E

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 82-5244309. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

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

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

Introduction

The Sunshine Law brings transparency and fairness to all aspects of government.

With the passage of Senate Bill 1 in 1973, Missouri became one of the earliest advocates for opening meetings and records – at all levels of government – to the people.

The Sunshine Law declares Missouri's commitment to openness in government in § 610.011, RSMo.: "It is the public policy of this state that meetings, records, votes, actions, and deliberations of public governmental bodies be open to the public unless otherwise provided by law. Sections 610.010 to 610.200 shall be liberally construed and their exceptions strictly construed to promote this public policy."

The law sets out the limited instances when meetings, records, and votes may be closed, while stressing that these exceptions are to be strictly interpreted to promote the public policy of openness.

Public meetings, including meetings conducted by telephone, internet, or other electronic means are to be held at reasonably convenient times and must be accessible to the public. Meetings should be held in facilities that are large enough to accommodate anticipated attendance by the public and accessible to persons with disabilities.

A healthy democracy relies on an engaged citizenry informed by transparent government officials. We are proud to provide you with this Sunshine Law booklet, and hope that you find the resources in its pages useful. Whether you are a public official, a public employee, or an involved member of your community, you serve an important role in ensuring that government – at every level – works for us all.

Sincerely,



Andrew Bailey
Attorney General

Sunshine Law: Top Ten Things to Know

1. When in doubt, a meeting or record of a public body should be opened to the public.
2. The Sunshine Law applies to all records, regardless of what form they are kept in, and to all meetings, regardless of the manner in which they are held.
3. The Sunshine Law allows a public body to close meetings and records to the public in some limited circumstances, but it almost never requires a public body to do so.
4. Except in emergency situations, a public body must give at least 24 hours' public notice before holding a meeting. If the meeting will be closed to the public, the notice must state the specific provision within Section 610.021, RSMo., that allows the meeting to be closed.
5. Each public body must have a written Sunshine Law policy and a custodian of records whose name is available to the public upon request.
6. The Sunshine Law requires a custodian of records to respond to a records request as soon as possible but no later than three business days after the custodian receives it.
7. The Sunshine Law deals with whether a public body's records must be open to the public, but it generally does not state what records the body must keep or for how long. A body cannot, however, avoid a records request by destroying records after it receives a request for those records. For more information concerning records retention schedules, please visit the Missouri Secretary of State's Website – the Local Records Division for local public governmental bodies, and the Records Management Division for state agencies.
8. The Sunshine Law allows for public meetings to be both audio and video recorded by attendees. Each public governmental body may set up guidelines regarding the recording process. These guidelines can be found in the body's Sunshine Law Policy. No one is allowed to record a closed meeting, if they are not given permission to do so.
9. When responding to a request for copies of its records, the Sunshine Law limits how much a public body can charge – per page, and per hour – for copying and research costs.
10. There are specific provisions governing access to law enforcement and judicial records.

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Appendix B.1.8 - Liability Insurance Quote

Insurance Estimate: BELIEVE – St. Louis

Prepared on: January 16, 2023

By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined insurance estimate for BELIEVE – St. Louis.

Miller Insurance Group has operated as an independent agency in Indiana since 1937. We have earned outstanding relationships built on trust, industry knowledge, and service excellence. We are a supporter of quality education in Indiana, whether it be a traditional public school, charter school, or independent school, we want all students throughout the country to have the opportunity to receive an excellent education regardless of the zip code in which they are born. One of our agents, Chad Miller, spent six years working in a public charter school, four of which were as an administrator. Our agency is uniquely positioned to provide coverage which meet the requirements of the law, the charter authorizer, and to advise our clients on school-specific strategies to mitigate risk.

General Information

- We are licensed to do business in the state of Missouri as required by law.
- We will utilize the following carriers, which are admitted in the state of Missouri, to place BELIEVE's exposure: Hanover Insurance, Liberty Mutual, Markel, Selective, Philadelphia, and Travelers Insurance. We also have access to secondary markets in the event Invent Learning Hub is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

Charter Authorizer Insurance Requirements

On behalf of BELIEVE – St. Louis, the following coverages can be secured to meet all requirements:

- Directors' and Officer' Liability
- Commercial General for Outsourcing Major Operational Tasks
- Comprehensive Liability that expressly covers corporal punishment and athletic participation
- Educators' Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability (either a separate policy or a separate part of general comprehensive insurance with independent limits)
- Workers Compensation Liability
- Excess or Umbrella Liability (i.e., a bundled commercial general liability, directors' and officers' liability, automobile liability, and sexual abuse liability)
- A surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school or evidence that school's liability insurance covers employee theft insurance
- Include evidence to support the budget expense assumptions related to insuring the school such as copies of broker or agency estimates

Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes

Property and Casualty Insurance Coverage Estimate

Year One Projection (2024-2025 Academic Year) – New School: Tenant

Property and Casualty Insurance Coverage	Annual Premium
Liability	
Educators Legal Liability (ELL): Includes Directors and Officers Liability, Professional Liability, and Employment Practices Liability	\$7,385
Workers Compensation/Employer's Liability	\$2,050
Commercial General Liability (including "Abuse" or "Molestation")	\$3,240
Automobile Liability	\$225
Umbrella Liability	\$2,965
Liability Cost	\$15,865
Property	
Building	NA
Business Personal Property & Business Income and Extra expense	\$1,130
Property Cost	\$1,130
Total Cost	\$16,995
Optional Coverages	
Commercial Auto	\$1,975
Cyber Liability	\$1,375-\$3,000
Law Enforcement Professional	\$1,980
Active Shooter	\$2,500-7,250
Foreign Travel Liability	\$1,245
Student Accident (\$25,000 medical coverage for \$5.80 annually per student) –	\$1,000

Estimates were made based on the following:

- 100 Students
- 12 Staff Members
- Business Personal Property Limit of \$250,000
- Optional Commercial Auto: One 16-passenger van

***Important note:** Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2024. This estimate has been put together using knowledge from our carrier companies and our experience insuring charter schools. Insurance rates can be affected by a number of factors and therefore come with a high degree of variability.

Should you have any questions, feel free to contact me by phone (317-939-6430) or through email (chad@millerinsurancegrp.com).

For our youth,

Chad J. Miller

Chad Miller
Miller Insurance Group | Insuring Schools

Appendix B.1.9 - Memorandum of Understanding: BELIEVE Circle City and BELIEVE STL

In all things—both Tight and Loose—there are likely interactions that take place between Local Leadership Teams and members of the Network Support Team. Because of this, we need to clarify norms of collaboration and mutual accountability, and establish clear ownership over initiatives, to ensure our shared success. Establishing clear ownership and two-way support and partnership go hand-in-hand.

What follows below is a framework for what falls in the respective Tight and Loose categories.

	Tight – Senior Leadership Team Makes Decision/Sets Policy	Loose – Campus Leadership Team Makes Decision
Academic—Goals	Sets annual and long-term academic goals	Sets campus priorities to drive towards annual and long-term academic goals
	Designs common assessments and sets assessment calendar	Ensures regular use of interim assessments Administers all assessments
	Coordinates, sets guidelines for, and processes and distributes views of results from network-wide assessment cycles (e.g., EOC, MAP, ACT, SAT)	Selects format/frequency of regular assessments to drive instruction (ex. # of exit tickets, expectations of weekly/bi-weekly quizzes, unit tests)
	Sets academic standards for all schools according to state and national norms	Designs and manages grading practices and gradebook system
Academic—Approach	Ensures that all BELIEVE Schools maintain a balance between direct teaching and inquiry-based learning	Chooses curricular inputs and makes decisions about ratio between direct teaching and inquiry-based learning to achieve balance
	Ensures that all BELIEVE Schools have a joyful, loving feel to student culture, with a balance of rigor and joy.	Makes decisions about particular plans to achieve network-wide school culture goals
	Ensures that all schools have a significant focus on non-cognitive skill development	Designs and sets campus approach to non-cognitive skill development
	Ensures that all BELIEVE Schools will have a well-rounded approach to curriculum (including elective or special subjects)	Selects curriculum materials, decides on specific course offerings, and decides on approach to classroom technology implementation
	Approves attendance policies of each campus and ensures adherence to stated policies	Sets campus based practices to ensure strong attendance and makes decisions within the attendance policy

In all things—both Tight and Loose—there are likely interactions that take place between Local Leadership Teams and members of the Network Support Team. Because of this, we need to clarify norms of collaboration and mutual accountability, and establish clear ownership over initiatives, to ensure our shared success. Establishing clear ownership and two-way support and partnership go hand-in-hand. What follows below is a framework for what falls in the respective Tight and Loose categories.

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	Approves attendance policies of each campus and ensures adherence to stated policies	Sets campus based practices to ensure strong attendance and makes decisions within the attendance policy

	Ensures that all campuses utilize a BELIEVE student uniform and adhere to stated policies	Sets campus based student dress code
Academic—Support	Ensures regular use of informal observation and leader/teacher feedback loop to drive instructional quality	Sets professional development priorities and leads individualized coaching of teachers
	Approves the grade level promotion, retention, and graduation policies of each campus and ensures adherence to stated policies	Sets campus based grade level promotion, retention, and graduation policies and makes decisions within the policy
	Ensures that all BELIEVE Schools will effectively intervene to meet the individual needs of all scholars	Chooses specific academic intervention programs, staffing models, and implementation strategies
	Ensures that schools comply with all Special Education and ELL laws and requirements	Makes program and staffing decisions to meet the needs of all learners in accordance with laws and best practices

	Tight – Senior Leadership Team Makes Decision/Sets Policy	Loose – Campus Leadership Team Makes Decision
Budget/ Finance	Sets enrollment targets and facility construction strategy	Decides on allocation of students by grade/class
	Negotiates multi-campus contracts, advises campuses on historical spending norms, and advises budget constraints	Sets staffing and programmatic strategy
	Manages and facilitates the budgeting process across the network	Sets and submits budget line item expenses for review and approval
	Sets the bottom line contribution (surplus) required by each school each year. Approves all budgets for board approval	Manages the budget to stay in line with approved bottom line

	Writes applications for State & Federal Grants	Ensures programmatic compliance with state and federal grant programs
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	Tight – Senior Leadership Team Makes Decision/Sets Policy	Loose – Campus Leadership Team Makes Decision
Internal Operations	Sets Board policies and ensures compliance with all Board policies, & state and federal rules	Acts in accordance with all BELIEVE Board policies, & all state and federal rules
	Sets organizational Core Values	Decides on how to incorporate Core Values into day to day culture and operations
	Sets annual school calendars	Sets daily and weekly program schedules
	Sets enrollment policies	Implements enrollment policies
	Sets and approves policies/contracts for shared network wide vendors (transportation, IT, etc.)	Selects and manages campus based vendors
	Sets and revises student and family handbook	Submits Individualized family handbook sections for review and approval
	Ensures that every team's leadership structure will be designed to protect time of instructional leaders so that PALs and APs are primarily focus on instruction and the academic program	Makes decisions about specific roles and responsibilities to ensure that PALs and APs are primarily focus on instruction and the academic program
	Negotiates multi-campus data platform contracts (e.g. Infinite Campus), sets data management norms for network-managed systems, advises campuses on best practices and procedures for data management	Delegates campus-level roles and responsibilities to manage data and information
	Approves adoption of tech platforms that cross campuses, and approves level of network provided support for tech platforms in consultation with campuses.	Selects and approves adoption of campus only platforms that do not require network administrative support.
	Makes facilities acquisition, financing, and long-term leasing/ownership decisions	Manages facilities maintenance and repairs

	Tight – Senior Leadership Team Makes Decision/Sets Policy	Loose – Campus Leadership Team Makes Decision
Human Resources	Sets salary bands, performance based compensation structures, and makes all benefits package decisions	Makes salary decisions (in consultation with SLT and in line with overall bottom line requirements)
	Approves all salary decisions and compensation updates prior to them going out	Makes all salary decisions and leads all compensation update conversations
	Makes decisions about performance pay policies	Makes decisions about all teacher stipends
	Supports employees with all stages of the payroll and benefits cycles	Ensures that staff rosters and payroll changes are well communicated to Network HR
	Plans and implements Network wide PD Days,	Makes recommendations for Network PD Day content
	Plans and leads all network sponsored programmatic leadership development—Leader PD, Bee Team, ILD, etc.	Plans and leads all campus teacher and operations professional development
	Defines equity vision and ensures that diversity, inclusion, and cultural competence is included in professional development across all campuses	Plans and leads campus PD related to diversity, inclusion, and cultural competence
	Makes hiring decisions for NST, Principals, and DOs and approves all other campus staffing model/hiring decisions	Makes AP hiring decision and all other campus staffing model/hiring decisions
	Sets all performance management and evaluation methods, processes and distributes views of centrally-collected performance evaluation information	Implements performance management tools with direct reports
	Sets HR policies and ensures compliance across the network	Implements HR policies and practices
	Sets and revises staff handbook, ensures compliance, and provides advice and council to campuses on implementation	Implements staff handbook policies and practices and submits recommendations for updates and revisions

	Tight – Senior Leadership Team Makes Decision/Sets Policy	Loose – Campus Leadership Team Makes Decision
External Affairs—Advancement	Sets and hits fundraising goals for entire network annual need	Develops fundraising projects for supplementing programs not on the budget
	Leads all network-wide fundraising	Leads all campus initiative fundraising
	Owns organization-wide approach to external education issues, policies, and advocacy	Advise on visit logistics to minimize programmatic disruption while still engaging potential partners
	Builds strategic partnerships to advance the mission of BELIEVE Academies at the network level	Builds strategic partnerships to advance the program of the individual campus
External Affairs—Staff Recruitment	Sets centralized processes for staff recruitment strategy, talent screening, and exit interviews	Makes all campus hiring decisions (non-leader) and make all job offers
	Builds and filters the pipeline for all incoming talent	Joins DTR at phone interview and in-person interview phase for campus hires
External Affairs—Community Engagement and Student Recruitment	Ensures that all campuses will make every reasonable effort to communicate with families in their language of choice	Designs and manages staffing/resources to provide effective language supports
	Designs and Leads Parent Academy	Leads all other campus parent engagement programs
	Facilitates the development of Campus Parent-Teacher Teams	Leads and manages campus Parent-Teacher Teams
	Sets enrollment policies	Owns all regular communication between home and school to support the enrollment process. Implement student recruitment to ensure strong enrollment and waitlists
	Sets and leads student recruitment strategy	Leads all new parent nights and student in-take processes
External Affairs—Marketing Communications	Creates and revises BELIEVE's brand manual and makes decisions that affect BELIEVE-wide branding	Coordinates and implements direct communication with families and students
	Manages and develops content for BELIEVE's website, social media platforms, and generic print materials.	Manages and develops content for campus specific communications within the brand manual framework
	Sets guidelines and requirements for uniforms, mascots, and school branding	Makes decisions within guidelines about school uniforms, mascots, cheers, songs, etc.

Appendix B.4.1 - Prospective Executive Leadership Team Resumes

KIMBERLY NEAL

5409 Forest Glen Drive~ Brownsburg, IN 46112 ~ (773) 899-2732 ~ KNEAL80@GMAIL.COM

EDUCATION

National Principal Supervisors Academy-Relay Graduate School of Education, New York, NY
2016 Cohort

Master of Education -Teachers College- Columbia University, New York, NY

Graduated October 2008 ~ Summer Principals Academy

CERTIFICATIONS: New York State School Building Supervisor Certification; New York State School Social Worker

Master of Social Work-The Brown School of Social Work-Washington University, St. Louis, MO

Graduated May 2005 ~ Whitney M. Young Scholar

Bachelor of Arts (Psychology)-Alabama Agricultural & Mechanical University, Normal, AL

Graduated May 2002 ~ Magna Cum Laude ~ Dean's List, Psi Chi Honor Society, Sigma Tau Epsilon Professional Fraternity Inc.

PROFESSIONAL EXPERIENCE

BELIEVE Schools - Indianapolis, IN

2018-Present

July

Executive Director

- Recruit and develop founding board of directors
- Raise \$1 million dollars to launch first school
- Hire a founding team to lead a rigorous college and career preparatory high school

KIPP DC - Washington, DC

2018

July 2015-July

Managing Director of Secondary Education/Head of Schools

- Lead the planning, implementation, and evaluation of instructional & cultural programs district-wide
- Manage and coach school leaders and create their professional development experiences
- Develop and implement district-wide policies & strategic plans and manage external partner relationships

Turnaround Principal-AIM Academy

- Stabilized and lead KIPP: DC's largest middle school and increased 3+ PARCC scores in math by over 10%
- Increased over-all school performance by 10 points on the Public Charter School Board's metric system

Muchin College Prep, Noble Network - Chicago, IL

Aug. 2008-Dec.

2015

Founding Principal

- Lead one of the highest performing non-selective high schools in Chicago (ranked 1+ School by Chicago School Quality Report)
- Recruited and hired high-performing team members and school leaders
- Created and maintained results driven culture for staff and students:

- * Muchin averaged a 21+ on the ACT with 80%+ of graduates still persisting in college today
- Managed 80+ staff members and created/implemented professional development school-wide
- Managed a \$6 million-dollar school budget

Harlem Day Charter School - New York, NY
2008

July 2006-May

School Social Worker/Administrator

- Managed school-wide behavior management system
- Provided all school-based social work services
- Created a male mentoring program in conjunction with Omega Psi Phi Fraternity

Interim Extended Day Director

Future Leaders Institute - New York, NY
2006

Aug. 2005-May

Dean of Students, Kindergarten-8th Grade

- Managed school-wide behavior management systems
- Created school-wide transition systems to ensure student safety and maximize productivity

ALTON COMMUNITY SCHOOL DISTRICT #11 - Alton, IL
2005

Aug. 2004-June

Social Work Intern, Alton High School & Lovejoy Elementary School

- Conducted both individual and group sessions addressing a variety of social issues

TEACH FOR AMERICA, Vashon High School - St. Louis, MO
2002-June 2004

June

Corps Member/Recruitment Team

- Taught 9th - 12th grade American Literature and Freshman English with students growing 200+ points on Scholastic's SRI
- Summer & Night School Teacher, Pom-Pom Coach

PROFESSIONAL DEVELOPMENT PROGRAMS & ADDITIONAL ROLES

2011 Chinese Bridge Delegation, TFA School Director, NSVF Design Camp, School Systems Leader: 2017 Cohort, The Mind Trust Innovation School Fellow 2018, Attuned Consultant, TFA Alumni Board, Whetstone Advisory Board, Camelback Venture Fund Fellow, NSVF Invent Grantee

KAITLYN SULLIVAN REIMER

she, her, hers

1205 Hutchings Ave., Glenview, Illinois 60025

847-951-3582 • kaitlyn.s.reimer@gmail.com

PROFESSIONAL PROFILE

- Experienced educator with a track record of supporting students and adults to achieve success.
- Strengths in developing inclusive, productive classroom culture and engaging students in learning.
- Taught high school English in two high-performing charter schools for six years.

EDUCATION

- **M.A., Educational Leadership**, National Louis University, Chicago, IL, 2012
- **B.A., English**, University of Illinois at Urbana-Champaign, Urbana, IL 2005
MINOR: *Secondary Education*
HONORS: *Graduated Magna Cum Laude, inducted as a member of the Phi Beta Kappa Society, 2005*

PROFESSIONAL EXPERIENCE

Chief Academic Officer, Believe Schools, Indianapolis, IN, 2022 to Present

- Drive academic outcomes for Believe scholars by leading the academic arm of the Believe Schools model. Responsibilities include setting the academic vision and building capacity in leaders and teachers to achieve that vision, overseeing implementation of our assessment strategy, ensuring excellent data management and transparency, and setting the direction and overseeing implementation of teacher development.

Education Consultant (part time), Believe Schools, Indianapolis, IN, 2019 2022

- In a remote capacity, I developed the academic model for Believe Schools, including selecting curriculum for English and social studies, planning the daily schedule and grades 9-12 course sequence, and planning a professional development sequence for onboarding new teachers.

Assistant Professor of Practice, Relay Graduate School of Education, Chicago, IL, 2015 to 2018

- Taught Year 1 Core curriculum, which emphasized classroom culture, teacher identity, lesson planning, and data-driven instruction. Courses averaged 40 students. I advised, observed, and evaluated first-year graduate students.

Dean of Instruction, Muchin College Prep, Noble Network, Chicago, IL, 2012 to 2015

- Managed all parts of the teaching cycle for English/language arts teachers and teachers new to the profession. Observed instruction and led professional development in addition to executing other administrative duties, such as test coordination and hiring of new staff members.

Founding Secondary English Teacher, Muchin College Prep, Noble Network, Chicago, IL, 2009 to 2012

- Taught ninth-grade English to classes averaging 30 students. Led students to achieve an average of 4.9 points growth on the English section of ACT's Explore test during the 2011-2012 school year.

Secondary English Teacher, CICS Northtown Academy, Chicago, IL, 2005 to 2008

- Taught tenth-grade English and eleventh-grade American literature to classes averaging 30 students.

Student Teacher, John Hersey High School, Arlington Heights, IL, 2005

- Taught ninth-grade English and twelfth-grade literature/sociology course.

Teaching Fellow, South Shore School of Entrepreneurship, Chicago Public Schools, Chicago, IL, 2004

- Provided English instruction during summer school while under the guidance of a mentor teacher.

Teagan M. Vonderheit

Operations Director

317.692.1692 • teaganvonderheit@gmail.com • linkedin.com/in/teaganvonderheit

PROFESSIONAL

A results-driven Operations Leader with a vast range of expertise in education operations and systems development. Possesses a track record of success with compliance, project management, facility planning and management, and network expansion. Strongly committed to producing equal outcomes for children. Passionate about creating equitable, rigorous, and joy-filled spaces for underserved youth.

WORK EXPERIENCE

FOUNDING DEAN OF OPERATIONS

BELIEVE Schools | Indianapolis | September 2018- Current

As the Founding Dean of Operations, I helped create, build, and bring the BELIEVE vision to life in the city of Indianapolis. Within this role, my responsibilities included the following:

- Finance: Budget creation and management, purchasing, inventory, grant management, oversaw financial policies, and reported to the board monthly. **Notable: Managed 3M+ budget while maintaining over 500k in cash reserve year over year.**
- Facilities: Oversaw day to day operations within the facility. Managed janitorial contracts, building inspections, maintenance requests, and pest control etc. **Noteable: Facilitated the purchase of 2.9M facility and helped negotiate capital expense projects into negotiations - HVAC and Roof project.**
- Transportation: Oversaw transportation contracts and manage 3+ drivers. **Notable: Co-launched transportation inter-local with five school partners. Procured and purchased bus purchases and oversaw maintenance contracts.**
- School Nutrition Program: Managed food service team, ensured and maintained compliance with the state of Indiana. **Notable: Always passed Health Department Inspections and passed IDOE School Nutrition annual reviews and audits.**
- Human Resources: Employee onboarding, payroll management, and implementing a new HR team onboarding. **Notable: Created a customised PTO tracking system and wrote staff handbook.**
- School Safety: Worked with the fire department to ensure all safety drills and procedures were properly implemented and reported to the state department and state fire marshal.
- Student Information Systems: Ensured data systems were clean and complied with Indiana Department of Education. Ensured compliance of all student records.
- Enrollment: Oversaw enrollment process for all incoming students - from the lottery to day one of school. **Notable: Maintained 90% retention rate from year one to year three.**
- Marketing and Advertising: Managed and oversaw digital marketing strategies across Google, Meta, Twitter, and LinkedIn. Managed monthly social media calendars, enrollment events, and other advertisements - print, mail etc.

ACCOUNT MANAGER

DIGITAL MARKETING INTERN

The Artistry Group | Indianapolis | August 2017-September 2019

As an Account Manager, I gained unparalleled experience in the assessment, execution, and completion of high impact marketing and branding campaigns. I helped develop techniques used to advance brand image, vision, and market position. Responsibilities included:

- Project Management and Execution
- Client and partner management to support strong client relationship
- Managed client's influencer and brand partners
- Oversaw content management
- Data collection to support reporting as it pertains to clients' digital presence
- Developed internal workflow processes
- Curated marketing collateral: email campaigns, social media, print and digital advertisements

Notable Achievements: Managed 1M+ budgets for CPG brands, planned and executed event activations for major CPG brands at New York City Wine and Food Festival, and helped launch influencer and brand partner program during 2017-2019.

Client Industries Included: Consumer Packaged Good (CPGs), Education, IT & Technology

SALES AND SOCIAL MEDIA COORDINATOR

CONCIERGE

ProCare Network | Indianapolis | January 2016 - July 2017

While completing my undergrad, I worked 30+ hours a week for ProCare Network – a partner of Indiana University. My main responsibilities included supporting patients and families with lodging and transportation accommodations during their stay at IU Hospitals and supporting staff members with promotional programs and services.

- Managed phone center
 - Trained new Concierges
 - Managed social media platforms
 - Content Creation
-

EDUCATION

MEDIA & PUBLIC AFFAIRS

2015-2018

Dean's List - High Honors

Indiana University - INDIANAPOLIS

Appendix B.4.2 - BELIEVE Schools Pay Scale (sample)

St. Louis Public Schools (SLPS)

Teacher Salary Scale

	BA	Bi-Weekly	BA + 15	Bi-Weekly	MA	Bi-Weekly	MA + 15	Bi-Weekly	MA + 30	Bi-Weekly	PHD	Bi-Weekly
A	\$ 40,575.57	\$ 1,932.17	\$ 40,791.87	\$ 1,942.47	\$ 43,280.79	\$ 2,060.99	\$ 45,228.54	\$ 2,153.74	\$ 47,933.13	\$ 2,282.53	\$ 50,313.69	\$ 2,395.89
B	\$ 41,657.70	\$ 1,983.70	\$ 41,765.85	\$ 1,988.85	\$ 43,821.54	\$ 2,086.74	\$ 46,093.74	\$ 2,194.94	\$ 48,690.60	\$ 2,318.60	\$ 51,503.97	\$ 2,452.57
C	\$ 42,198.87	\$ 2,009.47	\$ 43,280.79	\$ 2,060.99	\$ 44,878.89	\$ 2,137.09	\$ 47,152.98	\$ 2,245.38	\$ 49,427.70	\$ 2,353.70	\$ 51,839.34	\$ 2,468.54
D	\$ 42,631.26	\$ 2,030.06	\$ 44,439.57	\$ 2,116.17	\$ 46,526.55	\$ 2,215.55	\$ 48,915.93	\$ 2,329.33	\$ 51,305.94	\$ 2,443.14	\$ 53,859.33	\$ 2,564.73
E	\$ 43,446.27	\$ 2,068.87	\$ 45,851.61	\$ 2,183.41	\$ 48,258.00	\$ 2,298.00	\$ 50,692.32	\$ 2,413.92	\$ 53,129.16	\$ 2,529.96	\$ 55,816.95	\$ 2,657.95
F	\$ 45,487.89	\$ 2,166.09	\$ 47,757.15	\$ 2,274.15	\$ 50,026.83	\$ 2,382.23	\$ 52,605.63	\$ 2,505.03	\$ 55,184.85	\$ 2,627.85	\$ 57,896.58	\$ 2,756.98
G	\$ 47,032.02	\$ 2,239.62	\$ 49,525.98	\$ 2,358.38	\$ 52,019.94	\$ 2,477.14	\$ 54,602.94	\$ 2,600.14	\$ 57,186.78	\$ 2,723.18	\$ 59,927.49	\$ 2,853.69
H	\$ 48,442.80	\$ 2,306.80	\$ 51,157.89	\$ 2,436.09	\$ 54,019.77	\$ 2,572.37	\$ 56,585.13	\$ 2,694.53	\$ 59,153.85	\$ 2,816.85	\$ 62,020.14	\$ 2,953.34
I	\$ 49,897.26	\$ 2,376.06	\$ 52,641.12	\$ 2,506.72	\$ 56,005.11	\$ 2,666.91	\$ 58,581.39	\$ 2,789.59	\$ 61,161.03	\$ 2,912.43	\$ 64,300.95	\$ 3,061.95
J	\$ 51,244.20	\$ 2,440.20	\$ 53,889.78	\$ 2,566.18	\$ 57,887.76	\$ 2,756.56	\$ 60,549.72	\$ 2,883.32	\$ 63,210.21	\$ 3,010.01	\$ 66,548.37	\$ 3,168.97
K	\$ 54,488.28	\$ 2,594.68	\$ 55,507.20	\$ 2,643.20	\$ 59,976.21	\$ 2,856.01	\$ 62,640.27	\$ 2,982.87	\$ 65,306.22	\$ 3,109.82	\$ 68,809.86	\$ 3,276.66
L	\$ 60,127.41	\$ 2,863.21	\$ 60,268.32	\$ 2,869.92	\$ 62,262.48	\$ 2,964.88	\$ 64,963.08	\$ 3,093.48	\$ 67,663.89	\$ 3,222.09	\$ 71,109.15	\$ 3,386.15
M			Only Teachers Hired BEFORE July 1, 2009 are eligible for the BA + 15 Level		\$ 64,197.21	\$ 3,057.01	\$ 67,059.09	\$ 3,193.29	\$ 69,920.76	\$ 3,329.56	\$ 73,532.97	\$ 3,501.57
N					\$ 66,700.83	\$ 3,176.23	\$ 69,996.57	\$ 3,333.17	\$ 73,291.26	\$ 3,490.06	\$ 75,794.25	\$ 3,609.25
O					\$ 68,702.55	\$ 3,271.55	\$ 72,094.68	\$ 3,433.08	\$ 75,575.64	\$ 3,598.84	\$ 78,068.55	\$ 3,717.55
P					\$ 70,671.93	\$ 3,365.33	\$ 74,383.05	\$ 3,542.05	\$ 78,110.76	\$ 3,719.56	\$ 78,305.43	\$ 3,728.83
Q					\$ 75,946.71	\$ 3,616.51	\$ 80,258.64	\$ 3,821.84	\$ 82,108.74	\$ 3,909.94	\$ 81,059.16	\$ 3,859.96
R									\$ 84,572.46	\$ 4,027.26	\$ 85,187.13	\$ 4,056.53
S									\$ 87,108.84	\$ 4,148.04	\$ 86,891.28	\$ 4,137.68
T									\$ 87,108.84	\$ 4,148.04	\$ 87,741.78	\$ 4,178.18
U									\$ 87,757.11	\$ 4,178.91	\$ 89,359.41	\$ 4,255.21
V									\$ 88,056.78	\$ 4,193.18	\$ 90,105.12	\$ 4,290.72
W									\$ 88,738.23	\$ 4,225.63	\$ 92,807.82	\$ 4,419.42
X											\$ 95,591.79	\$ 4,551.99
Y												
Z												

effective March 2021

Appendix B.5.1 - Letters of Support



Letter of Support: BELIEVE STL Academy | BELIEVE Schools, Inc.

For Charter Application with the Missouri Charter Public School Commission

January 31, 2023

On behalf of City Garden Montessori School, we are writing this letter in support of the Charter School Application for BELIEVE STL Academy. We are in full support for BELIEVE to bring its presence to St. Louis. It is evident that they are committed to creating a safe, rigorous, and supportive space for their staff and scholars. BELIEVE's highly skilled teaching staff and culturally diverse curriculum are just some of the reasons why our organization is committed to the partnership with BELIEVE.

As a growing partner of BELIEVE School Inc, we endorse the Charter Application on behalf of BELIEVE STL Academy and will continue to work alongside them to ensure bringing the highest level of programming to the students in St. Louis City.

City Garden is supportive of BELIEVE's mission of *developing students into leaders through a community that fosters their agency, autonomy, and acceleration— providing a foundation for future independence and success* and shares in that vision. City Garden's vision of *creating a culture in which individuals and communities thrive without disparities or barriers to success* aligns well with that of BELIEVE.

We ask that you fully consider supporting this proposal as it will strengthen our shared vision of creating a strong school community here in St. Louis.

In partnership,

A handwritten signature in cursive script that reads "Christie Huck".

Christie Huck
CEO/Executive Director
City Garden Montessori School



BELIEVE Schools, Inc

Acceleration. Agency. Autonomy.

Letter of Support: BELIEVE STL Academy | BELIEVE Schools, Inc
For Charter Application with the Missouri Charter Public School Commission

January 31st, 2023

Dear Missouri Charter Public School Commission ,

On behalf of Activate STL and its Parent Activators, we are writing this letter in support of the Charter School Application for BELIEVE STL Academy. We are in full support for BELIEVE to bring its presence to St. Louis. It is evident that they are committed to creating a safe, rigorous, and supportive space for their staff and scholars. BELIEVE's highly skilled teaching staff and culturally diverse curriculum are just some of the reasons why Activate STL is committed to the partnership with BELIEVE.

BELIEVE is the type of High School parents are yearning for in St. Louis. A school that sees their families as a true partner in this work and who educates the whole child towards future success. Their focus on post-secondary pathways and social emotional development will prepare scholars to be competitive nationwide and change agents in their home community of St. Louis.

As a growing partner of BELIEVE Schools, Inc., we endorse the Charter Application on behalf of BELIEVE STL Academy and will continue to work alongside them to ensure bringing the highest level of programming to the students in St. Louis City. We ask that you fully consider supporting this proposal as it will strengthen our shared vision of creating a strong school community here in St. Louis.

Sincerely,

Tiara Jordan

Name Tiara Jordan
Title CEO/ Founder
Organization Activate STL



Ensuring all children become confident and competent readers by the end of third grade.

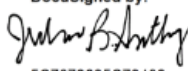
January 30, 2023

To Whom It May Concern:

St. Louis Black Authors of Children's Literature (STLBACL) is thrilled to support the charter school application for BELIEVE STL Academy. We are committed to ensuring all of St. Louis' children are educated well and provided learning experiences that are culturally representative and literacy rich. BELIEVE STL Academy will do this by creating a safe, rigorous, and self-assuring learning environment for students. In addition they will staff the academy with highly skilled teachers and support professionals.

We will work alongside them through STLBACL's The Believe Projects® initiative, providing New York Times bestselling author visits, free young adult literature for students, and professional development for teachers when it makes sense. With enthusiasm, we endorse the charter school application for BELIEVE STL Academy. We ask that you fully consider supporting this proposal as it will bring meaningful educational opportunities and experiences to families in St. Louis City. Our children deserve it!

Best Regards,

DocuSigned by:

5C7679685C78408...

Julius B. Anthony, President, and Founder

St. Louis Black Authors of Children's Literature and The Believe Projects®

C.1 - Budget

BELIEVE Schools, Inc financial strategy is centered around our academic model and programming. The projected 5-year budget model that is included in Appendix C.1.1 demonstrates BELIEVE's ability to set and achieve priorities while in the midst of growth. BELIEVE Schools, Inc partnered with [Afton](#) to craft the 5-year projections. Afton prepared additional supporting documentation that include recommendations which can be found in Appendix C.1.1. As represented in the budget model and first-year cash flow, BELIEVE's fiscal year begins July 1st and ends June 30th.

BELIEVE utilized resources provided by the Missouri Department of Elementary and Secondary Education (DESE), Jorge Munoz of Afton Group, and presented early projections to future partner, Paul Greenwood at EdOps.

Budget Model

BELIEVE'S budget shows our capacity to scale instructional and support staff, building and executive administration, and facilities and service costs for Years 1-5. We relied on conservative budgetary estimates to ensure continued financial solvency. For example, although we expect to receive additional grants and donations, our budget only includes grants that have been committed to BELIEVE in writing for use during operational years. Further, we do not assume any increases in per-ADA federal, state, or local revenue.

BELIEVE'S annual student enrollment totals drive both revenues and costs. As discussed in B.5 - Student Recruitment & Enrollment, BELIEVE will enroll 100-125 students in Year 1, and an additional 78 students in each class thereafter. Ultimately, BELIEVE will enroll 500-550 students by the 2026-2027 school year. The budget maintains an average reserve fund of 10% per annum (minimum 6.77% in Year 1, maximum 16.47% in Year 5).

Revenues

State aid has been conservatively projected using a foundation formula funding of \$9,250 per WADA (including classroom trust fund dollars for Year 2-5 and before our 1.5% sponsor fee per [RSMo160.400.11](#)), which is lower than current per WADA payment amounts to other St. Louis charter schools in FY20. BELIEVE projects to serve a large population of Latinx and English Language Learners based on our recruitment targeting and location. Although we have included special education staffing and outsourced services in our budget model, we have not modeled receiving WADA weight for students with disabilities. Beginning Year 2, projections include revenues from Proposition C funding at \$1,000 per prior year WADA.

Outside of already committed funds, the budget includes no private donations.

BELIEVE STL Academy is a tuition-free school and students and families do not have to pay to attend, [RSMo 160.415.11](#).

Federal funding for IDEA Part B, Title I, and Title II were calculated using a weighted average of peer and near-school per-pupil funding. The National School Lunch Program and School Breakfast Program were calculated on the most recent reimbursement rates, and food service was expensed at 5% above projected revenues.

Expenses

Personnel

To recruit exceptional faculty, BELIEVE offers leading opportunities for professional growth and compensation. Our median starting salary for teachers will be approximately \$41,000, and no new faculty member earns less than \$45,000 per year. Health benefit premiums have been modeled at \$400/staff/member. Salaries increases of 2% annually have been modeled. By Year 5, our median staff salary is \$56,000+. At St. Louis Public Schools, by comparison, the base starting salary is \$39,015 and the median faculty salary is \$43,152. More information can be viewed in Appendix C.1.1.

Facilities

While BELIEVE has not selected a site yet, the team is working with our facilities group to ensure the lease of the building is aligned and within budget. A Facilities acquisition timeline will be available in late Spring 2023. BELIEVE will share this with the Missouri Public Charter School Commission at that time.

Capital Improvements

BELIEVE is planning for minor cosmetic upgrades to the site. BELIEVE will not invest in a property that requires significant infrastructure changes and development.

Contingency Plans

To prevent any financial shortfalls, the Board and school management work diligently to ensure state and national policies are met and monitor enrollment fluctuations. Each month, EdOps prepares a financial report alongside the ED which will be shared and presented to the Board monthly. Priority always aligns with the network's mission and support students. As such, all contingencies scale spending to maintain approximately the same ratio of spending in instruction and technology.

To guard against serious shifts in anticipated revenues or expenditures, the Chief Operations Officer monitors the budget daily, and if necessary, advises the ED on swift corrective actions. These actions may include:

- Renegotiating contracted services or seeking new providers;
- Modifying our facilities plans to save on long-term costs;
- Adjusting school staffing in accordance with the below; and
- Seeking a line of credit with our banking institution to cover temporary cash-flow shortfalls (currently bank with Chase).

As done at BELIEVE Circle City, BELIEVE STL has provided a hiring schedule contingent on student enrollment for each school year. BELIEVE makes hiring decisions after a requisite number of students enroll. In Year 1, BELIEVE plans to hire and enroll roughly 100 students and 10 teachers/staff members. Should enrollment numbers be lower than anticipated, BELIEVE commits to maintaining a student-staff ratio of 10:1, as well as one SPED-certified faculty member and English Language Learner faculty member. [RSMo 160.405.4\(1\)](#). BELIEVE is nonsectarian in its employment practices, pursuant to RSMo

By April 25th 2023, BELIEVE will have a board approved budget for pre-opening and opening year per [RSMo 160.405.1](#). This date is strategically set so the board has several months to convene and learn systems and programs while the BELIEVE team finalizes the budget with existing partner, Bookkeeping Plus, out of Indianapolis. Upon approval of the budget, BELIEVE will work with the board and EdOps to implement as we seek sponsorship with DESE.

To remain conservative, BELIEVE has only included confirmed fundraising in the 5-year budget. However, BELIEVE continues to seek support from current, past, and new funders to safeguard the long-term financial health of the organization.

If the board deems the organization is under financial stress or hardship, per [MSo 161.520](#), the Board Chair alongside the CEO will report these findings and predictions to the Missouri Public Charter School Commission and DESE.

Pre-Operational Finances

BELIEVE Schools, Inc has spent the last 4 years laying the foundation for strong private fundraising campaigns. Since BELIEVE Circle City High School's launch in 2020, BELIEVE has maintained strong relationships with initial funders and has continued to secure funding due to strong performance and outcomes. Funders are in support of BELIEVE's expansion and growth.

NewSchools Venture Fund (\$215,000): BELIEVE Schools, Inc has been awarded \$215,000 through NSVF previously. BELIEVE has applied for another \$215,000 for replication funds

through NewSchools Venture Fund. BELIEVE will find out if funds are awarded in late spring 2023.

Charter School Growth Fund (\$250,000-\$600,000): The Charter School Growth Fund (CSGF) invests in new, innovative personalized learning schools as part of its Next Generation Schools Portfolio. BELIEVE Schools, Inc has previously been awarded over \$600,000 through CSGF. BELIEVE has a strong relationship and partnership with the organization and Grantors. BELIEVE is in the process of applying for replication funding with the organization.

The Opportunity Trust (\$125,000): Pre-launch funding has been approved for the 2022-23 school year from the Opportunity Trust. With approval of the charter application, additional funding streams will be released. A Commitment Letter from the Opportunity Trust is in Appendix C.1.2.

Federal Charter School Program Grant (up to \$1,500,000): Although not included in the budget, BELIEVE Schools, Inc applied for Federal CSP funds. If not awarded, BELIEVE will reapply next year with implemented feedback from the response. BELIEVE will apply for any available CSP grants during pre-operation.

C.2 - Financial Management

BELIEVE is registered as a Missouri nonprofit, see Appendix B.1.1, and operating with regulation in [RSMO 355.001](#) , [RSMo 160.405.4\(4\)](#) and [RSMo 160.405.1\(10\)](#) To continue to maintain strong fiscal practices, BELIEVE Schools, Inc will follow Missouri Charter Public School Association's financial management policies which align with state and federal requirements. To ensure fiscal health, BELIEVE will contract with [EdOps](#) (see statement of work in Appendix C.2.3) beginning April 2023.

In order to be in compliance with Missouri Charter Public School Commission, BSTLA will ensure policies are created for the following procedures:

- Audit and Financial Statements
- Bank Procedures
- Board Resolution Adoption
- Cash Management
- Conflict of Interest Questionnaire
- Capital Assets Accounting
- Designation of Financial Institution
- School Accounting System
- Payroll Policy
- Federal Fiscal Compliance
- State Tax Sources
- State and Federal Projects
- Borrowed Funds
- Bonded Indebtedness
- Enrollment Tracking
- Attendance Eligibility
- Eligibility for FRL
- Special Education and English Proficient Enrollment

The BELIEVE STL Board will review policies and procedures annually to ensure the school is in compliance and meets the standards of BELIEVE Schools, Inc fiscal practices. The Executive Director is responsible for setting the vision of the school in all areas—academic, financial, operational, and cultural. The ED ensures the organization is led into a positive light toward the organization’s ultimate mission. Budget development, strategy, priority and goal setting, compliance, and instructional and academic practices are overseen by the ED. The ED is solely responsible for the organization's financial and operational performance. The Chief Operations Officer is responsible for day-to-day financial oversight, employee payroll, managing employee benefits, and disbursing payments to service partners.

As mentioned, BELIEVE STL Academy is seeking to partner with EdOps. Through this partnership, EdOps will support accounting policies and procedures, aid in the annual audit, help prepare the budget, provide monthly financials, and develop the school’s Operations team in finance and accounting practices – specifically for the state of Missouri. Day-to-day the EdOps team will work closely with the Chief Operations Officer and BELIEVE STL Academy with bi-monthly meetings with the Director of Strategy and Growth and monthly meetings with the Executive Director.

If approved, BELIEVE will contract with EdOps immediately to begin assembling financial packages, refining the budget, and begin to plan for pre-launch and year 1.

Budget

BELIEVE STL Academy will operate as an independent, local LEA with a fiscal year ending June 30th. The Executive Director is responsible for developing, managing, and overseeing the budget. During the budget process, the ED works with the Chief Operations Officer and requests specific pieces of the budget from school-based personnel, like the Principal. Additionally, EdOps will help support during the budget design process. By March 1st of each school year, the ED submits a draft of the annual budget and statement of cash to the Finance Chair Committee for review which will then be shared with the overall board. The Finance Chair will work with the rest of the Finance Committee to review the budget for accuracy and will present an overview to the Board of Directors. The entire board must review the budget per [RSMo 160.405.1](#) and vote for approval. By May 31st of each year, the budget should be reviewed and approved by the Board of Directors. The Board Secretary will record this approval in meeting minutes which will ultimately be reviewed during the audit process. Per [RSMo 160.405.5\(4\)](#), BELIEVE will source an independent audit firm to provide annual audit services.

During the preoperational year, the ED and the Chief Operations Officer begin drafting a prospective budget with EdOps. The budget will go up for approval during the January board meeting so key personnel decisions and purchases can begin. This is imperative for key hires during recruiting season. Once funding is confirmed by DESE, EdOps will help

guide budget revisions with the Chief Operations Officer and ED. The ED, Chief Operations Officer, with the support of EdOps, ensures that BELIEVE's budget follows a budgeting process consistent with Federal and Missouri statutes, State Board of Education Rules and Regulations, and State Accounting Codes as outlined by the [Missouri Financial Accounting Manual](#). Each month, financial statements will be generated by EdOps which will be submitted to the Board Finance Committee for review. Financial statements will include: Cash Flow, Balance Sheets, Statements of Activity, Grant Reports, and Check transaction statements. The Finance Committee chair will then present a summary of the financial reports to the full Board.

The Board will adopt a procurement policy that complies with federal guidelines relating to public schools. No purchase shall be made unless the goods/services purchased are reflected in the budget or otherwise approved by the ED. If necessary, significant (*value of \$20,000 or more*) purchases arise beyond the budget, the ED and the Chief Operations Officer will review the budget and make a recommendation to the Finance Committee regarding the best course of action. Upon committee review and approval, modifications to the budget must be approved by the Board of Directors. The Finance Committee will develop a policy for handling emergency situations and determine a dollar amount for an emergency fund with the ED.

Policies, Systems, and Procedures

BELIEVE Schools, Inc ,in partnership with the existing financial partner, Bookkeeping Plus, in Indiana, have crafted and refined a system of internal controls that align with the state of Missouri. Network wide Internal Controls can be found in Appendix C.2.1.

Internal Controls

Document Control: Accounting system documents are signed and dated upon recording.

Financial Data Security: Accounting software is accessible only to the ED, Chief Operations Officer, and EdOps. Each individual will have their own username and password. User access will vary depending on their role within the organization.

Processing Controls: Controls identify errors before they are posted to the general ledger. Common processing controls include source document matching, clerical accuracy of documents, and general ledger account code checking.

Reconciliation Controls: Controls identify errors after transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.

Restricted Access: Only authorized personnel have access to valuable and moveable assets. This includes: Executive Director, Chief Operations Officer, and EdOps. Users' access will vary depending on role.

Records Retention: All records are maintained as long as the IRS regulations require, federal grant requirements, audit requirements, and other legalities as needed.

Grants and Federal Programs: The Chief Operations Officer will work with EdOps to ensure all Federal Programs and Grants are allocated, tracked, monitored, and expensed according to federal or grant guidelines. Once a CFO is hired, they will also support in this work.

Cash Flow

Deposits: All cash transactions are recorded in writing, signed, and dated by the ED or DOO on behalf of BELIEVE STL Academy. The DOO is responsible for depositing cash in BELIEVE STL's bank account. Deposits are made within 72 hours of a cash receipt. Undeposited cash is kept on school premises in a secure location with limited access. Cash would be kept in this safe location for purposes of school events or extracurricular activities like a basketball game. The school will never keep more than \$500 on-site at any time. A copy of the validated deposit slip is returned to BELIEVE STL Academy's DOO within 24 hours of the deposit. Checks received are endorsed for "for deposit only", and deposits are made weekly by someone other than the person who prepared the deposit (*ED or Principal*). Similar to cash, undeposited checks are kept in the safe in the DOO office. The only individuals with access to the safe are the ED, DOO, and Principal.

Expenditures: As a network wide rule, cash is not used to make purchases except for small outlays from petty cash. In no circumstance, will a check be made payable to "Cash". The only individuals who have the ability to sign checks are: Board President, Board Treasurer, Executive Director, Chief Operations Officer, and School Principal. All invoicing processing (physical and online), payments, and payroll with EdOps minimizes check and credit card expenses. All expenditures are documented and accounted for by daily receipts. Any authorized check or credit card receipt over \$5,000 drafted on BELIEVE Schools, Inc bank account must be pre-approved and signed by the ED. Any purchase over \$20,000 must be approved by the Board Chair. EdOps will set up the school's online accounts payable platform designed to maximize efficiency around invoice processing and archiving. EdOps will lead the setup and implementation of the financial system, provide training to staff, and update the system with new vendors as they are chosen.

Petty Cash: Petty cash is maintained in a safe in the Dean of Operations office. The amount within the safe shall never exceed \$500. Any payments made from petty cash are documented digitally in the Petty Cash Spreadsheet. This spreadsheet indicates the date,

amount, person(s) involved, and reason for payment. Receipts from purchases will be stored with petty cash and will be given to the DOO within 48 hours of the transaction. Petty cash is not used to cash checks.

External Checks

Audit: As required by the State of Missouri, BELIEVE will be audited annually by an independent certified public accountant in conformance with the Generally Accepted Accounting Principles (GAAP). The Board, along with the Executive Director, will select the auditing firm. The Audit is made public pursuant to [RSMo 165.121](#) and included in the Annual Secretary of the Board Report (ASBR), as required by [RSMo 162.821](#). The ASBR is submitted to the State Board of Education, The Missouri Charter Public School Commission, and can be accessed by the general public. Additionally, BELIEVE Schools, Inc files all necessary federal and state tax returns.

Conflict of Interest: Every year, BELIEVE's Executive Leadership Team and Board of Directors complete a conflict-of-interest survey to determine any potential areas of concern or conflicts as defined by Missouri law. Included in BELIEVE Schools, Inc Bylaws, a conflict of interest policy must be adopted by the Board. There shall be no transaction or purchase which constitutes a legal conflict of interest. EdOps will provide management and oversight around RFP when contracting with external vendors and individuals to ensure vendor contracts do not create a conflict of interest. This includes but is not limited to: food services, insurance, janitorial, food service, technology, and technology systems.

Designation of Financial Institution: BELIEVE Schools, Inc currently utilizes JP Morgan Chase Bank for its designation of funds. BELIEVE Schools, Inc has already created a separate account for BELIEVE STL Academy. The Board will adopt a resolution as part of the bylaws that includes this information. The ED must receive authorization from the Board prior to opening any future accounts for business operations or to hold assets.

Record Keeping

Student Information System: The Chief Operations Officer will be responsible for selecting a Student Information System. BELIEVE Circle City High School in Indianapolis currently utilizes Alma which has proven effective and keeps the school in compliance regarding student files. Currently, The Chief Operations Officer is exploring [Lumen Touch's Bright Student](#), to explore the Missouri based electronic SIS system. The Lumen system is comprehensive and has the following capabilities: student enrollment, registration, attendance, discipline, scheduling, assessments, transcripts, transportation, food service, special education status, and English proficiency. As required by FERPA, all student records will be kept confidential. The Chief Operations Officer is responsible for reporting

data to the state and federal authorities. Both Alma and Lumen have the ability to track and store data from multiple years to ensure compliance with the state.

Payroll: The Chief Operations Officer will work with Human Capital Concepts (HCC) to ensure employees are paid accurately and on-time in accordance with Fair Labor and Statistics and other local, state, and federal laws. BELIEVE Schools, Inc currently contracts with HCC at BELIEVE Circle City High School in Indianapolis. They ensure that payroll is processed accurately and on-time, maintain employee files, handle HR issues if they arise, and work alongside finance teams to ensure grants are effectively utilized and tracked if necessary.

School Accounting: In partnership with EdOps, BELIEVE will adhere to the guidelines of the Missouri Department of Elementary and Secondary Education. EdOps will provide accounting functions while working alongside BELIEVE's Dean of Operations to maintain records and source application of funds. EdOps also provides supporting tracking accounts payable and receivables, closing monthly accounts, providing financial information for Form 990, analysis of monthly financial statements, preparation of finance presentations, attendance at monthly Board and/or Finance committee meetings, management of federal and state grants, and assisting with the budgeting and auditing process. All records must contain information relating to grant or subgrant awards, assets, income, outlays or expenditure, liabilities, off balance sheet obligations, and more. All incomes (including grants, awards, donations, and program funds) will be administered according to state and federal guidelines, including Code of Federal Regulations, Uniform Grant Guidance (OMNI), ESSA (pursuant to [RSMo 160.405.4\(4\)](#)), and the Education Department General Administrative Regulations (EDGAR). Audit records will be public record and made available for parents and community members to review on the school's website.

Insurance

The BELIEVE Network team is currently working with its existing insurance provider, [The Hartford Group](#) through [Selective Insurance](#), to acquire a comprehensive insurance coverage to indemnify the school, board, staff, and faculty against tort claims. Liability Coverage will be secured from Selective Insurance which is an A+ rated insurance provider. Members of the board will review the coverage annually as required by [RSMo 160.405.4](#). Learn more about The Hartford Group and Selective Insurance in Appendix C.2.2.

Coverage will be in compliance with [RSMo 160. 405\(4\)](#) which will include:

- Directors' and Officer' Liability
- Commercial General for Outsourcing Major Operational Tasks
- Comprehensive Liability that expressly covers corporal punishment and athletic participation

- Educators' Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability (either a separate policy or a separate part of general comprehensive insurance with independent limits)
- Workers Compensation Liability
- Excess or Umbrella Liability (i.e., a bundled commercial general liability, directors' and officers' liability, automobile liability, and sexual abuse liability)
- A surety bond pursuant with [RSMo 160.405.14\(1\)](#) for the school's chief financial officer in an amount to be determined based on the cash flow of the school or evidence that school's liability insurance covers employee theft insurance. Until CFO is hired, this will cover the Director of Operations and Dean of Operations. Once a CFO is hired, they will maintain an insurance policy pursuant with [RSMo 160.405.4\(8\)](#).
- Include evidence to support the budget expense assumptions related to insuring the school such as copies of broker or agency estimates

C.3 - Facility

From experience, the BELIEVE Schools, Inc team understands the importance of finding adequate facility space. As noted by [Charter School Capital](#), facility challenges are one of the biggest barriers charter schools face. BELIEVE Schools, Inc's first site in Indianapolis began as a lease and was ultimately purchased through support of BlueHub Capital. With that, BELIEVE has identified a team of experts to find, select, and score facilities options to make sure the school will have a safe, secure, and financially-sound building.

Facility Advisory Team

Team Member Name	Area of Expertise
Robert Baldwin	Commercial Real Estate Broker with an extensive history of securing facilities for charter schools. See Bio in Appendix B.2.1.
Jesse Dixon	Partner at The Opportunity Trust and board member.
Jorge Munoz	Financial Advisor at Afton Group.
Lennel Hunter	Associate Partner at The Opportunity Trust, who is spearheading a partnership with Levelfield Partners to lead facility search and renovation project completion. St. Louis local who knows the area and needs of BELIEVE; Board Chair at The Leadership School.
Antonio Pacifico	Associate Partner at The Opportunity Trust who is assisting with Facilities searches, community engagement support, and aiding through the application

Criteria for Facility Selection

BELIEVE aims to be located in the 63110, 63108, and 63112 areas. Our goal is to be centrally located so students all across the city can easily access the site. Additionally, our college and career partners are centrally located and it would be necessary for our students to be able to access their campuses.

The BELIEVE STL Academy campus is considering the following as most important in order to select a potential site:

- Centralized location for easy access to families living in the area
- Proximity to college partners
- Proximity to public transportation
- Safety and security of the neighborhood is overall safe
- Requires minimal structural renovations


As outlined in our model, BELIEVE is an early college and career school. Our students will be dually enrolled at one of our college or career partners while attending BELIEVE STL Academy. With that, it's important for our campus to be located near those partners so students and staff have easy access for classes, meetings, and programming. Additionally, the central location is important for our families as we anticipate a majority of our families to live and work in the community we are located in.

The central location will also provide convenience and access to some of St. Louis' most historic organizations and resources like the St. Louis Zoo, Forest Park, Grand Center, The Pulitzer Arts Foundation, and Metro Theatre Company. As outlined, Freedom Fridays are intended to provide exposure for all students to activities, programming, and post-high school opportunities. A central location will allow us to do this with more affordable transportation options and ease of access.

Lastly, facility and building location plays a major role in the enrollment process. Families want to feel a sense of security knowing their child is in a safe neighborhood and can travel to and from school safely. For most of our students, they will access our campus via public transportation. It's important for BELIEVE to be walking distance to a high-traffic Metro stop. In addition to safety, parents and families want to ensure their child is attending a clean space that will be ready when school starts in August 2024. With that in mind, BELIEVE is working to secure a facility by November 2023-January 2024 to ensure that the building is ready in time for Summer 2024 for parents and families to visit, tour, and meet.

While BELIEVE STL has not yet secured a facility, we are working with a team of local experts who are helping to minimize the risk associated with finding a great facility (see

table below). To the extent possible, the BELIEVE team has drafted an evaluation rubric which includes a score sheet. This list details the items that are most important to the school, important infrastructure needs, and a wishlist. This document can be viewed [here](#) and found in Appendix C.3.1.

 BELIEVE	
Facilities Must Have List	
Item	Considerations
Classification	
Consider Current Building Classification	What is the current Class Status? What is level of risk?
Previous Ownership History	Detailed history of previous ownership and occupancy
Previous Usage History	What were the previous uses of the space? Past 5-10 history if possible.
Current Zoning Information	How is the building current zoned? Will any new permits need to be filed?
Location	
Proximity to public transportation	Is the building easily accessible via public transportation?
Proximity to college and career partners	Is the building easily accessible to college and career partners?
Consider overall neighborhood	Access to food, stores, resources etc
Consider neighborhood safety rating	What is the neighborhoods safety rating?
Condition	
Previous Inspections	When was the most recent building inspection?
Prior Deficiencies	Any history of mold, asbestos, or other issues?
HVAC	Age of HVAC system?
Roof	Age of Roof? Any history of damage, repairs, or insurance claims?
Plumbing/Water	Current state of facility wide plumbing and water system. Last date of lead testing?
Fire System	What is the current fire system? Dry or wet system? Last date of inspection?
Electrical System	Prior reports of issues or faulty wiring/lines? Last inspection or testing?
Cost	
Anticipated Rent/Lease Amount	
Potential for Future Purchase	
Potential for Co-Location or shared space	
Average Monthly Utilities Expenses	
Additional Considerations/Must Haves	
Gymnasium	
Cafeteria Space	
Outdoor Field Space (or close proximity to field space)	
Building Security System/PA System	
Full Service Kitchen w/ necessary hook-ups	
Classroom Technology: Are classrooms wired for current tech needs?	

Space Requirements

The BELIEVE team is committed to finding a facility that requires minimal structural changes and renovations. Our goal is to secure a space that is close to move-in ready with minor cosmetic updates and technological upgrades–like a bell system, classroom technology etc. Our goal is to find a facility that is suitable for long-term usage for up to 7-10 years. **The list below outlines requirements for a permanent facility:**

- ADA Compliant
- Adequate parking space for staff (or close to area that school can provide passes)
- Safe area for student pick-up and drop off
- Less than a quarter mile from major Metro bus Line

- Roughly 17-20 classrooms
- Adequate bathroom facilities for students and staff
- 5-7 rooms that can be used for offices for support staff and administration
- Nurse's office
- Classroom with access to plumbing or can easily be converted (for science courses)
- Outdoor learning space
- Food preparation space configured for commercial kitchen equipment

The table below outlines specifications for the facility from Year 1 to Year 5. This progression allows us to expand and enrich the facility as we grow in enrollment. At full scale, we envision needing access to 50,000-60,000 square feet.

Year	Facility Criteria
Year 1: 2024-2025	<ul style="list-style-type: none"> • 7 Classrooms; 3 Office Spaces • Teacher Workroom/Collaboration Space • Food Preparation Space/Kitchen • Bathroom Facilities (<i>Student/staff</i>) • Safe pick-up and drop-off space for students • Parking suitable and cost-effective for staff • Access to public transportation (<i>less than .25 mile</i>) • Large Assembly/Gym Space/Cafeteria Space • Multimedia Space/Library
Year 2: 2025-2026	<ul style="list-style-type: none"> • 14 Classrooms; 4 Office Spaces • Teacher Workroom/Collaboration Space • Food Preparation Space/Kitchen • Bathroom Facilities (<i>Student/staff</i>) • Safe pick-up and drop-off space for students • Parking suitable and cost-effective for staff • Access to public transportation (<i>less than .25 mile</i>) • Classroom with access to plumbing or can easily be converted (for science courses) • Large Assembly/Gym Space/Cafeteria Space
Year 3: 2026-2027	<ul style="list-style-type: none"> • 21 Classrooms; 5 Office Spaces • Teacher Workroom/Collaboration Space • Food Preparation Space/Kitchen • Bathroom Facilities (<i>Student/staff</i>) • Safe pick-up and drop-off space for students • Parking suitable and cost-effective for staff • Access to public transportation (<i>less than .25 mile</i>) • Outdoor Classroom Space • Classroom with access to plumbing or can easily be converted (for science courses)

	<ul style="list-style-type: none"> • Designated Nurse's Office • Large Assembly/Gym Space/Cafeteria Space
Year 4: 2027-2028	<ul style="list-style-type: none"> • 27 Classrooms; 6 Office Spaces • Teacher Workroom/Collaboration Space • Food Preparation Space/Kitchen • Bathroom Facilities (<i>Student/staff</i>) • Safe pick-up and drop-off space for students • Parking suitable and cost-effective for staff • Access to public transportation (<i>less than .25 mile</i>) • Outdoor Classroom Space • Classroom with access to plumbing or can easily be converted (for science courses) • Large Assembly/Gym Space/Cafeteria Space
Year 5: 2028-2029	<ul style="list-style-type: none"> • 27 Classrooms; 7 Office Spaces • Teacher Workroom/Collaboration Space • Food Preparation Space/Kitchen • Bathroom Facilities (<i>Student/staff</i>) • Safe pick-up and drop-off space for students • Parking suitable and cost-effective for staff • Access to public transportation (<i>less than .25 mile</i>) • Outdoor Classroom Space • Classroom with access to plumbing or can easily be converted (for science courses) • Large Assembly/Gym Space/Cafeteria Space

School Accessibility & ADA

BELIEVE Schools, Inc requires a facility that is ADA compliant and is programmatically accessible to all students who wish to attend. BELIEVE is committed to serving all students in our community and exists to ensure all students should have access to a high-quality education. As such, our Network team ensures that, regardless of mobility limitations, students have access to the entirety of program offerings in a safe space that sets them up for success. Not only will we ensure that all classroom spaces, interior and exterior, are accessible to all of our students and families, we will also ensure that our site visit partners and programming is accessible to all our students regardless of their level of mobility or ability. No child will be excluded from enrollment or the full academic program at BELIEVE.

Maintenance and Complying with Regulations

The security and safety of students, staff, and community members at BELIEVE is the most important priority on behalf of the network. BELIEVE will comply with all applicable laws, regulations, codes, requirements, processes, rules, ordinances and regulations of all local, state, and federal authorities who govern school facilities. BELIEVE's Network Team will submit an annual report on the State of the Facility to the Board of Directors that will outline the facility's compliance with local and state law. Additionally, BELIEVE will comply with applicable health and safety guidelines ensuring that food preparation and servicing

space exceeds local Health Department standards and comply with local air quality standards, ventilation systems, temperature controls, and ensure pests/infestations are non-existent and proactive preventative maintenance. As mentioned above, BELIEVE will comply with the Americans with Disabilities Act to ensure all children with disabilities have access to proper facilities as required by law. As outlined in Ordinance 70796, Fire Code requires that schools provide fire safety and emergency training to staff and students, development of fire evacuation and safety plans, and conduct fire and emergency drills in accordance with all such requirements. Lastly, emergency routes will be mapped and maintained in each classroom or office space. All operations at BELIEVE will comply with state, county and city laws and regulations on health and safety, pursuant to [RSMo 160.405.4\(2\)](#) and [RSMo 167.115-117](#).

Financing & Budget Assumptions

When considering a facility, it's BELIEVE's network team priorities to ensure that the facility makes it financially sound. Best practices in the industry indicate that facilities costs should not exceed 15% of total revenue. In partnership with Afton Group, BELIEVE has made the following allocations in regards to facilities costs for the first six years of operation. These can be found in the budget in Appendix C.1.1.

Facilities Options

As one of BELIEVE STL's largest partners, BELIEVE aims to be in close proximity to St. Louis University within the Midtown neighborhood. BELIEVE is exploring lease or co-location options. BELIEVE does not plan to purchase a facility within the first 6 years. An ideal facility would be co-located with one of our college partners or another small charter school that serves in our desired area. As mentioned, all facilities that BELIEVE will explore will be ADA compliant or will be renovated to ensure compliance. Our facilities advisory team is working diligently to find viable facilities options so that upon sponsorship, BELIEVE is prepared to begin negotiations with building owners.

C.4 - Contracted Services (*non CMO*) including but not limited to Insurance, Transportation, Food Service

As in its founding campus, BELIEVE anticipates providing or procuring a majority of its services through contracted services. These services include, but are not limited to, food service, accounting, student and instructional support, insurance, legal, audit, technology,

and transportation. BELIEVE has worked with a variety of nonprofits and organizations to learn about service offerings as we plan for the Fall 2024 launch. It's part of our mission to work with Minority Owned Businesses and Providers as a priority. This has been a focus at our inaugural campus that we will continue in St. Louis.

Our procurement policy remains the same as we replicate and grow:

1. The purchase complies with BELIEVE's documented procedures.
2. The purchase is necessary and supports our model and programming.
3. There is open competition among vendors.
4. A conflict-of-interest policy is in place.
5. Proper documentation for the purchases is maintained
6. Goods or services costing \$50,000 or more require a RFP and Board approval.

BELIEVE will follow procurement procedures and policies pursuant to [RSMo 160.415.8](#) and [RSMo 160.405.4.\(1\).](#)

Accounting

BELIEVE will set its own policies and procedures for recording employee work hours, and dealing with issues of overtime, absences, leaves, vacation and other adjustments. Currently, BELIEVE has an active Employee Handbook pursuant to [RSMo 160.405.11](#) that all staff must review and sign at the beginning of the year. Our HR partner manages the implementation and oversight of this. We are currently working with EdOps who will be directly managed by the Chief Operations Officer. The scope of work and rate from EdOps is included in Appendix C.2.3, which includes services upon sponsorship.

Food Service

BELIEVE conservatively anticipates serving a population in which 80% of students qualify for Free and Reduced Lunch (FRL) and anticipates this percentage to stay constant through the first five years making the school eligible for the Federal CEP program. BELIEVE has not identified a food service provider for students yet. Missouri Charter Public School Association (MCPSA) recommended American Dining Creations (ADC). They offer on-site dining services and off-site preparation with delivery. Since our facility is not yet confirmed, we will wait until a facility is secured to make a determination. However, ADC prices their services to match the NSLP Lunch and Breakfast reimbursement rates. BELIEVE adheres to minimum nutritional quality standards for individual food items. ADC prioritized nutrition and has been recognized for their healthy options by the US Surgeon General.

Student and Instructional Support

Believe Schools will use a host of programs and tools to support instructional programming and school operations. Some of the programs and tools are listed below.

G Suite: BELIEVE Schools, Inc utilizes G Suite for Education which is free of charge. BELIEVE uses the system already for tools like Google Cloud, Gmail, Google Drive and more. Upon sponsorship, BELIEVE will add a unique url for BELIEVE STL Academy.

Student Information System: Currently, BELIEVE Schools, Inc utilizes Alma as its SIS system but is currently exploring other options. The Chief Operations Officer has met with Lumen Touch which has been recommended by others in the St. Louis area. BELIEVE will be comparing the two systems to determine the best solution upon sponsorship.

Information Technology(IT): BELIEVE intends to partner with existing partner, RCR Technology to provide technology resources within the building via the cloud, servers, and more. BELIEVE works with a third party E-Rate support group to maintain compliance for the E-Rate program. RCR works alongside the partner to ensure BELIEVE has the proper hardware, software, and network bandwidth to provide high quality technology access to staff and students.

POSSIP: BELIEVE Schools, Inc uses POSSIP for monthly Pulse Checks with students, parents, and staff. Once the survey period ends, a report is accessible for all BELIEVE leadership team members.

Kelvin: Kelvin surveys are distributed quarterly to all students to collect data on their experience. This survey is more extensive and detailed than POSSIP. Once the survey period ends, BELIEVE leadership team members have the opportunity to review detailed reports and analyze data.

Substitute Teachers: At our inaugural site in Indianapolis, we launched our own substitute program where teachers opt-in at the beginning of the year to cover for absences. Teachers are paid \$25/class to cover. They are paid out quarterly. We will launch the same program at BELIEVE STL Academy upon sponsorship. This cost is included in the budget.

Special Education Services: BELIEVE will hire one SPED teacher full-time for year one. BELIEVE has budgeted an additional \$1,500 with anticipated special education requirements. These funds will cover initiatives like: physical therapy, occupational therapy, speech, and/or transportation. For students with IEPs who require transportation, BELIEVE will contract with a transportation service per [RSMo 302.010](#).

Nursing: BELIEVE is currently exploring partnership opportunities for nursing services through Saint Louis University or Saint Louis Community College. All BELIEVE staff members are required to be CPR certified and three staff members will be trained to deliver student medication and first aid.

Insurance: BELIEVE has obtained quotes for insurance through Chad Miller at Selective

Insurance. Selective Insurance maintains an A Rating. See Appendix C.2.2 for quote.

- Directors' and Officers' Liability
- Commercial General Comprehensive Liability
- Educators Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability
- Automobile Liability
- Excess Liability or Umbrella
- Workers Compensation Liability
- Surety bond for the school's CFO in amount to be determined based on cash flow

Legal: BELIEVE has been using Keith Kehrner at Bryan Cave Leighton Paisner Law. See Appendix C.4.1X for current agreement.

Audit: BELIEVE has not identified firms to provide its annual audit yet. To date, BELIEVE has explored using Justin Krachmalnick at Massie, Fudenberg, Goldberg LLC and [Anders](#) for auditing purposes.

Transportation

BELIEVE STL Academy aims to offer a variety of safe and effective forms of transportation that are compliant with [RSMo 163. 161](#). BELIEVE will partner with Metro to provide all students with free MetroCards for 365 days per year, 7 days a week. As of now, BELIEVE will not operate Morning and Afternoon yellow-bus transportation for students. Due to usage expectations and financial obligation, BELIEVE will not invest in these vehicles. As we do community engagement with parents, families, and schools— we will continue to consider the option of providing transportation to and from school. As we explore options, we will consider partnering with a provider like [First Student](#). We also will consider purchasing our own vehicles and running our own transportation for dual-enrollment and school-based programming. We prioritize utilizing the Metro. However, we recognize that other modes will be necessary. Our model and programming requires mid-day travel and it's imperative that BELIEVE holds autonomy in order to implement and run transportation with fidelity. BELIEVE will add a minimum purchase of an activity bus and one full-size yellow school bus.

Due to a low number of drivers and high market prices, BELIEVE Circle City launched its own transportation systems in-house during year two. BELIEVE's Network team has experience with school transportation, bus maintenance, and understands the current state of the market. If no alternative options exist, BELIEVE will utilize ride-share services like Uber, Lyft, or a partner with a local ride-share company that will ensure BELIEVE is able to live out its mission and programming.

If a child needs transportation due to an IEP or McKinney-Vento Homeless Assistance Act, BELIEVE will arrange for alternative transportation through RideFinders or Metro Call-A-Ride. We are also exploring providing assistance through Zip-Care who focus on student transportation. All transportation options must have a background check and appropriate licensing.

Appendix C.1.1 - 5 Year Budget & Cash Flow

Believe High School

Financial Projection Model

St. Louis

DRAFT - SUBJECT TO CHANGE

	FY23	FY24	FY25	FY26	FY27	FY28
Financial Metrics (Excludes Capital)						
Total Revenue Per Student	\$ -	\$ -	\$ -	\$ 11,689	\$ 11,153	\$ 11,045
Basic Grant Revenue Per Student	\$ -	\$ -	\$ -	\$ 7,805	\$ 7,883	\$ 7,961
Personnel Expense Per Student	\$ -	\$ -	\$ -	\$ 6,744	\$ 7,320	\$ 6,927
Non Personnel Expense Per Student (Cash)	\$ -	\$ -	\$ -	\$ 11,471	\$ 7,024	\$ 5,942
Total Expense Per Student (Cash)	\$ -	\$ -	\$ -	\$ 18,215	\$ 14,344	\$ 12,869
Cash Surplus/Deficit Per Student	\$ -	\$ -	\$ -	\$ (6,526)	\$ (3,191)	\$ (1,824)
Average Teacher Salary	\$ -	\$ -	\$ -	\$ 49,488	\$ 50,725	\$ 51,993
Average Non Teacher Salary	\$ -	\$ 80,000	\$ 80,527	\$ 74,272	\$ 70,567	\$ 78,447
CMO Fee % of Total Expenses (Cash)	0%	0%	0%	0%	0%	0%
Total Revenue % of Total Expenses (Cash)	0%	82%	65%	64%	78%	86%

Appendix C.1.2 - Commitment Letter from the Opportunity Trust



BELIEVE Schools

November 11, 2022

Kimberly Neal
Executive Director
BELIEVE Schools
2540 N Capitol Ave, Indianapolis, IN 46208

Dear Kimberly,

The purpose of this grant agreement (the “**Agreement**”) is to reflect the terms of the Grant (as defined below) from The Opportunity Trust (the “**Grantor**”) to BELIEVE Schools (“**you**”). The Grant funds will be used by you exclusively to support the exempt purposes provided as described below (collectively, the “**Exempt Purposes**”) in furtherance of exempt purposes as described in Section 501(c)(3) of the U.S. Internal Revenue Code, as amended (the “**Code**”).

We are thrilled to provide a total grant of \$250,000 (the “**Initial Grant**”), paid in two disbursements during FY23. This year’s grant supports:

1. Staffing and capacity building needed for charter authorization for BELIEVE Schools in St. Louis; and
2. Start-up of BELIEVE Schools in St. Louis and early implementation steps toward a Fall 2024 school launch.

The grant payment will be made in two disbursements:

1. \$125,000 to be disbursed by November 18, 2022, following execution of this agreement
2. \$125,000 to be disbursed by March 1, 2023, following MOY stepback

Grantor may approve one or more future grants (the “**Subsequent Grant**” and, together with the Initial Grant, the “**Grant**”). Subsequent Grant payments may be made in amounts and at times at the discretion of the Grantor subject to the grantee meeting agreed upon growth and student outcome targets outlined in section 4. Goals and Participation.

The following terms and conditions apply to your organization’s use of the Grant:

1. Exempt Purposes

Under United States law, grant funds from a U.S. charity, and income earned on those funds, may be spent only for charitable, educational, literary, religious, or scientific purposes within the meaning of Section 501(c)(3) of the Code. This Grant is made only for the Exempt Purposes, and it is agreed that these Grant funds will be used only for such purposes. You represent that you have been determined by the Internal Revenue Service to be a tax-exempt organization under Section 501(c)(3) of the Code and a public charity.

You represent that you will use commercially reasonable efforts to carry out the Exempt Purposes. Any change in use of the Grant funds for a purpose other than the Exempt Purposes must be approved in writing in advance by Grantor in Grantor's sole discretion. Grantor must review and approve in advance any public announcements or materials developed pursuant to this Agreement.

Investments in the enabling conditions outlined in [the five dimensions of school quality](#) (Exhibit A) create the outputs that yield increased student achievement year over year. All grant funding decisions will be based in alignment with the five dimensions framework.

2. Separate Fund

All Grant funds received by your organization from Grantor must be maintained in a separate fund dedicated to the Exempt Purposes. Such a separate fund may be either (i) a physically separate bank account restricted to the Exempt Purposes, or (ii) a separate bookkeeping account (limited to the Exempt Purposes) maintained as part of your financial records. The Grantor encourages, whenever feasible, the deposit of Grant funds in an interest-bearing account.

3. Reporting

Stepback Process: Operators will participate in two stepback meetings throughout the grant year, with several other specific interactions as outlined below.

- *Middle of Year (MOY) Stepback:* will include progress monitoring against goals and milestones as laid out in the milestones document while determining ad-hoc needs for support given data trends. (February)
- *End of Year (EOY) Stepback:* will include progress monitoring against the goals and milestones for the school year-identify trends in what worked and what didn't to inform school strategy, and overall, TOT partnership for the following year. Finally, will align on grant renewal terms and conditions. (May/June)
- *Grants Meeting:* will set goals aligned to the goals and milestones for the school year and finalize grant terms and conditions for the next fiscal year. (June/July)

Financial Account: The financial account should provide a financial statement reporting, in U.S. dollars, all expenditures of Grant funds. The financial statement should include only funds received and expended under the Grant during the period covered by the report. It is assumed that the financial statement will be prepared from books and records maintained on a fund-accounting (cash) basis. Only expenditures made in support of the Exempt Purposes should be charged against the Grant, and records should be maintained of such expenditures adequate to enable the use of such funds to be checked readily.

You must also provide Grantor a copy of your audited financial statements and IRS Form 990, Return of Organization Exempt from Income Tax, **within 30 days of completion to the Associate Partner via email**. If written reports or other required documents are not submitted to the Grantor on a timely basis, Grantor may withhold further payments, if any, to you and to any affiliate organization under this Grant or under any other grant.

Additionally, you allow Grantor the right to use and authorize others to use the relationship between Grantor and Grantee in promotional materials, including but not limited to, website and newsletter promotions.

4. Goals and Participation

The following goals have been created by You in conjunction with the Grantor.

[BELIEVE Goals and Milestones Y00 \(Exhibit B\)](#)

Additionally, You agree to the following engagements:

- Participation in a MOY, and EOY review rooted in the milestones document; and
- Send invitations to board meetings / board meeting packets to Lennel Hunter, Associate Partner (lhunter@theopportunitytrust.org)

5. Record Maintenance and Inspection

You must maintain records of receipts and expenditures and make your books and records available to the Grantor for inspection at reasonable times. The Grantor may monitor and conduct an evaluation of operations under this Grant, which may include a visit by the Grantor's personnel to observe your program, discuss the program with your personnel and review financial and other records and materials connected with the activities financed by this Grant.

6. Record Retention

Accounting records, as well as copies of the reports submitted to the Grantor, should be kept by you for at least four (4) years after completion of the use of the Grant funds.

7. Prohibited Activities

So that the Grantor may comply with the tax laws of the United States, it is understood that Grant funds will not be used for any of the following purposes:

- A. To carry on propaganda, or otherwise to attempt to influence any legislation (within the meaning of Section 4945(d)(1) of the Code);
- B. To influence the outcome of any specific public election or to carry on, directly or indirectly, any voter registration drive (within the meaning of Section 4945(d)(2) of the Code);
- C. To make grants to individuals for travel, study or other similar purposes by such individuals (such as scholarships, fellowships or grants for research), unless such grants satisfy the requirements of Section 4945(g) of the Code.
- D. To make any grant to any other organization which does not comply with the requirements of Section 4945(d)(4) of the Code; or

- E. To undertake any activity for any purpose other than the charitable purposes specified in Section 170(c)(2)(B) of the Code.

If you have further questions regarding activities that are not permitted, please contact the Grantor.

8. Return of Unused Funds

Any Grant funds, and any income earned on those funds, that are not spent or committed for the Exempt Purposes, must be promptly returned to the Grantor.

9. Compliance

The Grantor reserves the right, in its sole discretion, to discontinue funding if it is not satisfied with the progress of the Grant or the content of any written report.

10. Termination

The Grantor may terminate this Agreement if (i) you have not complied with the terms of this Agreement, (ii) the Grantor deems it necessary in order to protect the Exempt Purposes or comply with law, or (iii) there is a change in your 501(c)(3) exempt status or public charity status. In such event, Grant funds not already used as described under this Agreement will be returned by you to the Grantor.

11. Program Responsibility

You will indemnify, defend and hold harmless the Grantor and its directors, officers, employees, volunteers, independent contractors, agents and representatives from and against any claims, rights, liabilities, damages or expenses resulting from, arising out of or relating to your activities or your use of any of the Grant funds.

12. Communications

As part of this agreement, the Grantee agrees that the Grantor may use the Grantee's name in external communications, including, but not limited to listing the Grantor as a partner on the Grantor's website and newsletters unless both parties mutually agree in writing. Similarly, the Grantee agrees to list Grantor as a partner on its website unless both parties mutually agree in writing.

13. Miscellaneous

This Agreement does not create any agency, employment, joint employer, joint venture or partnership between the Grantor and you. Neither party may assign this Agreement without the prior written consent of the other party. The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. This Agreement supersedes any and all other agreements, either oral or written, relating to the subject matter contained herein and contains the entire agreement of the parties. No modification, amendment or waiver of any provision of this Agreement shall be effective unless in writing and signed by the parties. This Agreement shall be governed by and construed under

the laws of the State of Missouri, without regard to its choice of law rules. This Agreement may be executed in two (2) or more counterparts, each of which shall be an original, but all of which taken together shall constitute one and the same Agreement.

If this letter correctly describes your understanding of the terms of this Grant, please indicate your agreement to such terms by having the enclosed copy of this letter signed by one of your authorized officers and returned to the Grantor to my attention. In signing this letter, such officer represents to the Grantor that he/she has the authority to sign this letter on your behalf. Payment of any Grant funds will commence following receipt by the Grantor of a signed copy of this letter.

Sincerely,

Antonio Pacifico

Antonio Pacifico
Associate Partner, School Design
The Opportunity Trust
ACCEPTED AND AGREED

BELIEVE Schools

By: *Kimberly Neal-Brannum*

Printed Name: Kimberly Neal-Brannum

Title: Executive Director

Date: 11 / 11 / 2022

Exhibit A - [Five dimensions of school quality](#)

Exhibit B - [BELIEVE Goals and Milestones](#)

TITLE	TOT/BELIEVE FY23 Agreement
FILE NAME	Believe_ContractvF.docx
DOCUMENT ID	3c3db503cf563ca6713d24a7a0074758c474108a
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Signed

Document History



SENT

11 / 11 / 2022

15:00:05 UTC-6

Sent for signature to Kimberly Neal-Brannum (kneal@believeschools.org) from contracts@theopportunitytrust.org
IP: 35.134.167.42



VIEWED

11 / 11 / 2022

17:30:25 UTC-6

Viewed by Kimberly Neal-Brannum (kneal@believeschools.org)
IP: 45.26.71.67



SIGNED

11 / 11 / 2022

17:35:28 UTC-6

Signed by Kimberly Neal-Brannum (kneal@believeschools.org)
IP: 45.26.71.67



COMPLETED

11 / 11 / 2022

17:35:28 UTC-6

The document has been completed.

Appendix C.2.1 - Internal Controls

The Table of Contents as well as the stated Purpose of the Internal Controls are shown below. A full version can be [found here](#).

Internal Controls



Internal Controls Guidebook for Believe Circle City High School

Policies, Procedures, and Best Practices from Bookkeeping Plus, Inc.

Beth A. Marsh, CEO

232 E. McClarnon Drive + Greenfield, IN 46140

Phone: (317) 462-2049 Fax: (317) 462-6833 Email: BethM@BookPlusInc.com

June 3, 2020

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Internal Control Policy

Purpose

The School uses a system of internal controls to protect School assets, ensure the integrity and reliability of its information, secure compliance with laws, policies procedures, and ensures the performance of its business objectives.

Internal Controls are a process that is established, reviewed, and continually monitored by the School Board, executives and senior managers. It is the responsibility of the Board to ensure an adequate internal control system is actually implemented and used. It is management's responsibility to establish and maintain adequate internal control over financial reporting. It is the responsibility of all employees to understand the internal controls and ensure they are effective.

Appendix C.2.2 - Selective Insurance Quote

Insurance Estimate: BELIEVE – St. Louis

Prepared on: January 16, 2023

By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined insurance estimate for BELIEVE – St. Louis.

Miller Insurance Group has operated as an independent agency in Indiana since 1937. We have earned outstanding relationships built on trust, industry knowledge, and service excellence. We are a supporter of quality education in Indiana, whether it be a traditional public school, charter school, or independent school, we want all students throughout the country to have the opportunity to receive an excellent education regardless of the zip code in which they are born. One of our agents, Chad Miller, spent six years working in a public charter school, four of which were as an administrator. Our agency is uniquely positioned to provide coverage which meet the requirements of the law, the charter authorizer, and to advise our clients on school-specific strategies to mitigate risk.

General Information

- We are licensed to do business in the state of Missouri as required by law.
- We will utilize the following carriers, which are admitted in the state of Missouri, to place BELIEVE's exposure: Hanover Insurance, Liberty Mutual, Markel, Selective, Philadelphia, and Travelers Insurance. We also have access to secondary markets in the event Invent Learning Hub is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

Charter Authorizer Insurance Requirements

On behalf of BELIEVE – St. Louis, the following coverages can be secured to meet all requirements:

- Directors' and Officer's Liability
- Commercial General for Outsourcing Major Operational Tasks
- Comprehensive Liability that expressly covers corporal punishment and athletic participation
- Educators' Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability (either a separate policy or a separate part of general comprehensive insurance with independent limits)
- Workers Compensation Liability
- Excess or Umbrella Liability (i.e., a bundled commercial general liability, directors' and officers' liability, automobile liability, and sexual abuse liability)
- A surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school or evidence that school's liability insurance covers employee theft insurance
- Include evidence to support the budget expense assumptions related to insuring the school such as copies of broker or agency estimates

Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes

Property and Casualty Insurance Coverage Estimate

Year One Projection (2024-2025 Academic Year) – New School: Tenant

Property and Casualty Insurance Coverage	Annual Premium
Liability	
Educators Legal Liability (ELL): Includes Directors and Officers Liability, Professional Liability, and Employment Practices Liability	\$7,385
Workers Compensation/Employer's Liability	\$2,050
Commercial General Liability (including "Abuse" or "Molestation")	\$3,240
Automobile Liability	\$225
Umbrella Liability	\$2,965
Liability Cost	\$15,865
Property	
Building	NA
Business Personal Property & Business Income and Extra expense	\$1,130
Property Cost	\$1,130
Total Cost	\$16,995
Optional Coverages	
Commercial Auto	\$1,975
Cyber Liability	\$1,375-\$3,000
Law Enforcement Professional	\$1,980
Active Shooter	\$2,500-7,250
Foreign Travel Liability	\$1,245
Student Accident (\$25,000 medical coverage for \$5.80 annually per student) –	\$1,000

Estimates were made based on the following:

- 100 Students
- 12 Staff Members
- Business Personal Property Limit of \$250,000
- Optional Commercial Auto: One 16-passenger van

***Important note:** Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2024. This estimate has been put together using knowledge from our carrier companies and our experience insuring charter schools. Insurance rates can be affected by a number of factors and therefore come with a high degree of variability.

Should you have any questions, feel free to contact me by phone (317-939-6430) or through email (chad@millerinsurancegrp.com).

For our youth,

Chad J. Miller

Chad Miller
Miller Insurance Group | Insuring Schools

D.1 - Pre-Opening Plan

Prior to opening, BELIEVE schools will follow a robust Pre-Opening Plan. The Pre-Opening Plan outlines required tasks as they relate to facilities, personnel, student recruitment, and other systems and structures required for a successful Day 1 at BSTLA. The Pre-Opening Plan can be viewed in Appendix D.1.1. The pre-opening plan is aligned to the health, safety, and other legal requirements as outlined by [RSMo 160.405.1.\(11\)](#).

D.2 Closure Plan

In the unlikely event that BELIEVE St. Louis Academy needs to close, the following Closure Plan will be followed. Closure plans are in alignment with [RSMo 160.405.1\(15\)](#) and MCPSC closure plan requirements.

Immediate Priorities

Action	Deadline	Team Member
Establish Transition Team and Assign Roles A team to close down the school's business and smoothly transition students and staff. Team overview (at minimum): <ol style="list-style-type: none">1. BELIEVE Board President2. BELIEVE Executive Director3. BELIEVE Chief Academic Officer4. BELIEVE Chief Operations Officer5. BELIEVE Principal6. Lead office at spencer	Within 1 week of decision to close	Board President
Assign Transition Team Action Item Responsibilities Share contact information of the transition team amongst all members, set calendar for meetings, and assign dates for completion of each charter school closure action item. Then, the transition team will: <ul style="list-style-type: none">• Establish a plan to enroll students in a high-performing school of their choice. The plan will solicit school/family input, establish clear deadlines for key activities, and continue until every student has been enrolled in a new school.• Designate a School Closure Coordinator to give	Within 1 week of decision to close	Board President + ED

families, staff, and other stakeholders access to a direct line of support through the transition (Principal + Front Office Manager)		
<p align="center">Press Release</p> <p>Draft and distribute a press release which includes the following:</p> <ul style="list-style-type: none"> • History of the school • Cause(s) for school closure • Expression of support for students, families, and staff • Contact information for the School Closure Coordinator 	Within 1 week of decision to close	BELIEVE Chief Operations Officer
<p align="center">Notification Letter: School Community</p> <p>Distribute letter to faculty, staff, and parents (pursuant to RSMo 160.405.1(15)) outlining:</p> <ol style="list-style-type: none"> 1. Reason(s) for closure 2. Initial timeline for transition 3. Contact information for School Closure Coordinator 	Within 1 week of decision to close	BELIEVE Chief Operations Officer
<p align="center">Notification Letter: State & Local Agencies</p> <p>Send a letter to local LEA's (informing them for the purpose of enrolling BELIEVE Students) and to the State Board of Education which includes:</p> <ol style="list-style-type: none"> 1. Notification materials distributed to faculty, staff, and parents 2. Reason(s) for school closure 3. Copy of any termination agreement(s) if applicable 	Within 1 week of decision to close	BELIEVE Chief Operations Officer

Ongoing Items

Action	Deadline	Team Member
<p align="center">Instruction</p> <p>Continue the current educational program per BELIEVE's charter contract until the end of the school year.</p>	Ongoing	Executive Director + Principal
<p align="center">MAP Testing and EOC Assessments</p> <p>Administer all necessary MAP tests and EOC assessments scheduled for that year in accordance with regulations and policies.</p>	Ongoing	Executive Director + Principal
<p align="center">Board Communication</p> <p>Make conspicuously and publicly available all copies of Board meeting agendas, minutes, financials, and other documents outlined in the checklist (include supporting attachments).</p>	Ongoing	Board President

<p>Maintain Insurance for BELIEVE's Assets and Personnel</p> <p>Pursuant to RSMo 160.405.1(15), ensure that any assets in the care of the school are protected against theft, misappropriation, and deterioration by:</p> <ul style="list-style-type: none"> • Maintaining existing insurance coverage for the facility and other assets until disposal, sale, transfer, or termination of lease. • Negotiating facility insurance with entities that may take possession of the school facility (lenders, mortgagors, bond holders, etc.) • Maintaining existing directors and officers liability insurance until final dissolution of the school. 	Ongoing	Chief Operations Officer
<p>Financial Condition Report(s)</p> <p>From the month of the closure decision until the final closure, BELIEVE will prepare the following financial documents for the previous month by the close of the current month:</p> <ul style="list-style-type: none"> • Current month end balance sheet • Current month income statement • Cash flow statement projecting the necessary in and outflows to operate the school year through the closure date and accounting for the disposition of assets 	Ongoing	Chief Operations Officer

Preparation to Close Tasks

Action	Deadline	Team Member
<p>Establish Reserve Funds</p> <p>Reserve and define the acceptable use of funds to support orderly closure of the school. These funds may be used to pay the following entities:</p> <ul style="list-style-type: none"> • Teachers and staff • Employment taxes and federal taxes • Audit preparation • Private creditors • Overpayments from DESE 	Within 30 days of decision to close	Executive Director + Chief Operations Officer
<p>Transition Letter: Parents/Guardians</p> <p>BELIEVE will follow the initial notification with a letter detailing the transition plan. Notification will include but not limited to:</p> <ul style="list-style-type: none"> • Date of the last day of regular instruction • Cancellation of any planned summer programs • Date(s) of any planned events or experiential learning trips • Contact and enrollment information for charter, parochial, public, and private schools in the area 	Within 30 days of decision to close	Principal

<ul style="list-style-type: none"> • Information on obtaining student records before closure • Date for upcoming family closure meeting • Contact information for School Closure Coordinator 		
<p>Employees and Benefits Provider</p> <p>BELIEVE will enclose information regarding the termination of employment and/or contracts, including an official termination date, in the Transition Letter for faculty and staff. BELIEVE will also:</p> <ul style="list-style-type: none"> • Notify benefits providers of the pending termination of all employees • Notify payroll processor of the school's pending closure • Notify employees and providers of the termination date for all benefit program contacts • Terminate all benefits programs as the last date of service in accordance with applicable law and regulations 	Within 30 days of decision to close	Chief Operations Officer
<p>Transition Letter: Staff/Faculty</p> <p>BELIEVE will outline transition plans and timelines for staff in a letter including information about:</p> <ul style="list-style-type: none"> • The Board's commitment to transition staff • The Board's commitment to transition all students into a positive new educational setting • Any anticipated new employment assistance provided by the Board • Timeline for compensation and benefits • Timelines for outstanding professional development issues • COBRA • Processing of year-end tax documents (W-2s, 1099s, etc) • Pertinent licensure information • Date for upcoming staff/faculty closure meeting • Contact information for School Closure Coordinator 	Within 30 days of decision to close	Chief Operations Officer
<p>Faculty/Staff Meeting</p> <p>BELIEVE will convene an all staff meeting to discuss the following:</p> <ul style="list-style-type: none"> • Commitment to continuing the school operations during closure transition • Plan to assist students and staff during the transition • Reason for closure • Timeline for transition details • Compensation and benefits timeline • Contact information for the School Closure Coordinator 	Within 30 days of decision to close	Chief Operations Officer

<p style="text-align: center;">Institutional Partners</p> <p>BELIEVE will notify the following institutional partners of closure:</p> <ul style="list-style-type: none"> • Public School Retirement System or Provider • All other organizational and/or institutions with which the school has partnered 	Within 30 days of decision to close	Chief Operations Officer
<p style="text-align: center;">Contractors/Vendors</p> <p>BELIEVE will notify all active contractors and vendors about the school closure, cessation of operations, and:</p> <ul style="list-style-type: none"> • INstruct contractors and vendors to remove any property from the school (copy machines, water coolers, and other rented property) • Retain records of past contracts as proof of full payment • Maintain telephone, gas, electric, water, insurance, and Directors and Officers liability insurance long enough to complete all closure procedures. 	Within 30 days of decision to close	Chief Operations Officer
<p style="text-align: center;">Creditors/Debtors</p> <p>BELIEVE will notify all creditors and debtors and calculate the total for accrued and unpaid for each. BELIEVE will also:</p> <ul style="list-style-type: none"> • Solicit a final accounting of the schools' accrued and unpaid debt from each creditor; compare the figures provided with the school's calculation of the debt and reconcile; and, where possible, negotiate a settlement of debts consummated with a settlement agreement reflecting satisfaction and release of the existing obligations. • Contact all debtors to demand payment, and if collection efforts are unsuccessful, consider turning the debt over to a commercial collection agency. Records regarding such collection or dispute by debtors will be retained. 	Within 30 days of decision to close	Chief Operations Officer
<p style="text-align: center;">Engage Final Audit</p> <p>The Board of Directors will choose an independent auditor (subject to DESE approval) to conduct a final audit of school operations. BELIEVE will submit a signed and dated copy of the engagement letter to DESE along with an estimated timelines for the start and completion of the audit.</p>	Within 30 days of decision to close	Board President

Post-Closure Tasks

Action	Deadline	Team Member
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<p style="text-align: center;">Final Report Cards</p> <p>BELIEVE will send all families copies of final report cards, notice of where else student records were sent, and contact information for the institution.</p>	Within one week after the last day of instruction	Executive Director
<p style="text-align: center;">Archival and Transfer of Student Records</p> <p>BELIEVE will ensure that complete student records (academic, health, behavior, special education etc) are archived and transferred to each student's new school, pursuant to RSMo 160.405.1(15) Record will include:</p> <ul style="list-style-type: none"> • Final grades • Materials associated with IEP • Immunization Records • Family information • Behavior Records 	Within one week after the last day of instruction	Executive Director
<p style="text-align: center;">Payroll and Employment Verification Reports</p> <p>BELIEVE will provide a list of all payroll reports(including taxes, retirement, and contract adjustments) and an employment verification report to each employee (pursuant to RSMo 160.405.1(15)) including:</p> <ul style="list-style-type: none"> • A signed dated letter from the payroll provider assuring timely and completed processing of payroll documentation (W-2, 1099s, etc) • An employment verification report including dates of employment, position(s) held, and salary history 	Within one week after the last day of instruction	Chief Operations Officer
<p style="text-align: center;">Itemized Financial Records</p> <p>BELIEVE will review, prepare, and make available (pursuant to RSMo 160.405.1(15)):</p> <ul style="list-style-type: none"> • Fiscal year-end financial statements • Cash Analysis • List of compiled bank statements for the year • List of investments • List of payables (and determination of when a check used to pay the liability will clear the bank) • List of petty cash • List of all payroll reporting including taxes, retirement, or adjustments on employee contracts • List of all accounts, which will be closed once transactions have cleared • List of all unused checks, which will be voided 	Within one week after the last day of instruction	Chief Operations Officer
<p style="text-align: center;">Final Reports</p> <p>BELIEVE will plan for the disposition and cooperate with any remaining oversight requirements of the sponsor, DESE, or the State Board of Education.</p>	Within one week after the last day of instruction	Executive Director
<p style="text-align: center;">Inventory and Plan for Disposition of Assets</p> <p>BELIEVE will plant or the disposition of all assets, property, and inventory, segregating assets purchased with Missouri State and Federal Dollars. Within 60 days of the last day of instruction, BELIEVE will:</p> <ul style="list-style-type: none"> • Note source codes for funds and price for each 	Within one week after the last day of instruction	Chief Operations Officer

<p>purchase</p> <ul style="list-style-type: none"> • Establish fair market value, initial and amortized for all fixed assets • Ensure that all BELIEVE liabilities and obligations are paid and discharged to the extent possible by the school's assets • Return unobligated Missouri State dollars to DESE • Donate all other assets, pursuant to BELIEVE's incorporating documents. 		
<p>Archiving Corporate Records and Operations</p> <p>The BELIEVE Board of Directors will maintain all corporate records related to:</p> <ul style="list-style-type: none"> • Employees (background checks, personnel files) • Loans, bonds, mortgages, and other financing • Contracts • Leases • Assets and assets sales • Grants (records relating to federal grants must be kept in accordance with 34 CFR 8042) • Governance (minutes, by-laws, policies) • Accounting/Audit, taxes and tax status • Employee benefit programs and benefits • Any items provided for in the closure action plan 	<p>Within one week after the last day of instruction</p>	<p>Board President</p>
<p>Submit Final Audit</p> <p>BELIEVE will submit a final closeout audit (by independent CPA firm or Missouri State Auditor, as determined by the statute), which documents the disposition of all liabilities.</p>	<p>Within one week after the last day of instruction</p>	<p>Chief Operations Officer</p>

Appendix D.1.1 - Pre-Opening Plan

Overarching Goal(s)	BELIEVE Pre-Opening Plan	Authorization	Owner	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023	Jul 2023	Aug 2023	Sep 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	Jun 2024	Jul 2024	Aug 2024
				Authorization																					
1. The charter is approved by June 2023	Work with Affon for budget	ED	►																						
	Board Meeting Kick-off	ED	►																						
	Draft charter application	DOO	►			X	X	X																	
	Revise charter application	DOO	►																						
	Meet with BELIEVE team to prep for forum	ED/Principal	►						X		X														
	Practice with founding board prior to community forum	ED/Principal	►						X		X														
	Participate in HO/SC interview and public hearing	All Team	►								X	X													
	Sign agreement with EdOps for financial and operational support	DOO	►									X	X												
	Submit application to state Board of Education	ED	►										X												
	2. There is a broad range of community support and demand for BELIEVE, with 125 founding families committed by May 2024.	Family Engagement																							
Leverage connections to meet potential parents, host meet-up conversations		Principal/CEM	►						X	X	X	X	X	X	X	X	X								
Schedule one-on-one meetings to identify potential BELIEVE families		Principal/CEM	►										X	X	X	X	X	X	X	X	X	X	X	X	X
Hold focus groups for feedback on school design		ED/Principal	►										X	X	X	X	X								
Community map Middle Schools in target enrollment zone		DOO	►																						
Church leaders identify 30-40 family members		DOO	►						X	X	X	X													
Send quarterly updates to potential founding families		ED/Principal	►											X	X	X	X			X					
Community outreach via social media/website		DOO	►										X	X	X	X	X	X	X	X	X	X	X	X	X
Collect survey data from families who participated in pilots		Principal/CEM	►																						
Commitments from 30+ founding families to attend the forum		Principal/CEM	►											X											

Overarching Goal(s)	BELIEVE Pre-Opening Plan		Owner	Nov 2022																								Dec 2022		Jan 2023		Feb 2023		Mar 2023		Apr 2023		May 2023		Jun 2023		Jul 2023		Aug 2023		Sep 2023		Oct 2023		Nov 2023		Dec 2023		Jan 2024		Feb 2024		Mar 2024		Apr 2024		May 2024		Jun 2024		Jul 2024		Aug 2024																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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