Missouri Charter Public School Application

Cover Sheet Form

NAME OF PROPOSED CHARTER SCHOOL: BELIEVE STL Academy

NAME OF NOT-FOR-PROFIT 501(C)(3) ORGANIZATION HOLDING THE CHARTER: BELIEVE STL Academy

PRIMARY CONTACT PERSON: Kimberly Neal-Brannum

Title/Relationship to Non Profit: Founder, Executive Director

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GOVERNING BOARD CHAIR: Paris Woods

Title/Relationship to Non Profit: Board Chair

Mailing Address: 5501 Delmar Blvd St. Louis, MO 63112

Telephone (Primary): **Email Address:** paris.woods@gmail.com

CHARTER SCHOOL PHYSICAL ADDRESS NOT KNOWN

Charter School Management Organization (CMO/EMO/ESP): CMO

The proposed charter school will reside in the following school district: St. Louis City

The proposed charter school, if approved, intends to open in: Fall 2024

ENROLLMENT PROJECTIONS

Projected grade level and enrollment over the term of the charter

SCHOOL YEAR	GRADE LEVELS SERVED	YEAR (2024)	Enrollment Projections
1st	9	YEAR 1 – 2024-2025	100
2nd	9-10	YEAR 2 – 2025-2026	225
3rd	9-11	YEAR 3 – 2026-2027	335
4th	9-12	YEAR 4 – 2027-2028	440
5th	9-12	YEAR 5 – 2028-2029	440

GRADE LEVELS TO PROJECTED TOTAL ENROLLMENT: 9-12

THE SCHOOL INTENDS TO BE AT FULL ENROLLMENT IN: 2027-2028 School Year

APPLICATION CERTIFICATION

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

CHAIRPERSON SIGNATURE: Paris Woods DATE: 07/08/2023 13:44 UTC

PRINTED NAME: Paris Woods

EXECUTIVE DIRECTOR/FOUNDER SIGNATURE: Kimberly Neal-Brannum

DATE: 07/08/2023 13:24 UTC PRINTED NAME: Kimberly Neal-Brannum TITLE/ROLE: Executive Director

By submitting your application to the Missouri Charter Public School Commission, the applicant agrees to participate in a common application and the web based compliance and governance tool if sponsored by MCPSC.

INITIAL KNB DATE: 07/08/2023 13:24 UTC

BELIEVE
STL ACADEMY

Application to the Missouri Charter Public School Commission

Table of Contents

Preface		
1.	Application Cover Sheet	
2.	Table of Contents	i - v
3.	Technical Checklist	vi - xii
Education Plan (A)		
A.1	Mission, Vision, Philosophy	p. 1 - 14
A.2	Curriculum and Instruction	p. 15 - 47
A.3	Assessing Student Performance	p. 48 - 57
A.4	School Calendar and Daily Schedule	p. 58 - 66
A.5	Target Population	p. 67 - 79
A.6	Special Student Populations	p. 80 - 87
A.7	School-Specific Goals and Objectives	p. 88 - 91
A.8	School Climate and Culture	p. 92 - 105
Organizational Plan (B)		
B.1	Missouri Non-Profit	p. 106 - 110
B.2	Governing Board Composition	p. 111 - 113
B.3	Management and Operations	p. 114 - 117
B.4	Staff Recruitment, Retention, Replacement, and Training	p. 118 - 126
B.5	Student Recruitment and Enrollment	p. 127 - 136
B.6	Parent/Guardian, Community, Higher Education & Employee Involvement	p. 137 - 149

Business Plan (C)		
C.1	Budget	p. 150 - 154
C.2	Financial Management	p. 155 - 162
C.3	Facility	p. 163 - 172
C.4	Contracted Services (non CMO), including by not limited to, Insurance,Transportation, Food Service	p. 173 - 176
Pre-Opening and Closure Plans (D)		
D.1	Pre-Opening Plan	p. 177
D.2	Closure Plan	p. 178 - 184

Appendices

Education Plan Appendices		
A.1.1	Sample Student Recruitment Infographic	p. 185
A.2.1	Sample College and Career Pathways	p. 186 - 187
A.2.2	Scope and Sequence: Geometry (Units 1 -2) & Algebra 2 (Units 1 -2)	p. 188 - 218
A.2.3	Scope and Sequence: English 2, English 3, and English 4	p. 219 - 241
A.2.4	Employee Value Proposition	p. 242
A.2.5	Scope and Sequence: Teacher Professional Development	p. 243 - 247
A.2.6	Instructional Coaching Organizational Chart	p. 248
A.3.1	Scope and Sequence: Employability Standards Grades 9-12	p. 249 - 254
A.3.2	Student and Family Handbook	p. 255 - 294
A.3.3	Purpose Pathway Meeting Agenda	p. 295 - 296
A.3.4	Sample Parent Letter - Assessment Performance Update	p. 297 - 298
A.4.1	Proposed School Calendar	p. 299
A.4.2	Proposed Daily School Schedule	p. 300 - 302
A.4.3	McKinney-Vento Guidebook	p. 303 - 311
A.5.1	General Education Application	p. 312
A.8.1	Level Up System	p. 313 - 315
A.8.2	School Safety Plan	p. 316 - 337
A.8.3	Sample Integrated Studies Sample Unit (Math)	p. 338 - 343
A.8.4	Employee and Staff Handbook	p. 344 - 423

Organizational Plan Appendices		
B.1.1	Documentation of Missouri Nonprofit Status	p. 424
B.1.2	Articles of Incorporation	p. 425 - 428
B.1.3	Corporate Bylaws	p. 429 - 447
B.1.4	Documentation of IRS Status	p. 448 - 449
B.1.5	Board Member Conflict of Interest Statements	p. 450 - 497
B.1.6	Liability Insurance Quote	p. 498 - 499
B.1.7	Memorandum of Understanding: BELIEVE Circle City and BELIEVE STL	p. 500 - 507
B.1.8	Documentation of Submission to SLPS	p. 508
B.2.1	Board Member Resumes	p. 509 - 528
B.4.1	Prospective Executive Leadership Team Resumes	p. 529 - 534
B.4.2	SLPS Pay Scale	p. 535
B.6.1	Letters of Support	p. 536 - 552
B.6.2	Vector Communications Proposal of Work	p. 553 - 563
B.6.3	Harris-Stowe State University Dual Enrollment Memorandum of Understanding	p. 563 - 568
Business Plan Appendices		
C.1.1	5-Year Budget and Statement of Cash Flows	p. 569 - 588
C.1.2	Commitment Letter from The Opportunity Trust	p. 589 - 594

C.2.1	Joule Growth Partners Partners Statement of Work	p. 595 - 601
C.2.2	BELIEVE Circle City High School Audits	p. 602 - 616
C.2.3	BELIEVE Schools Form 990	p. 617 - 660
C.2.4	Selective Insurance Quote	p. 661 - 662
C.3.1	Facilities Requirements and Wishlist	p. 663
C.3.2	Facilities Proposals	p. 664 - 671
Pre-Opening and Closure Plans		
D.1.1	Pre-Opening Plan	p. 672 - 675

Technical Review Checklist

Missouri State Statute	Description	Page Number
160.400.2, 160.400.4, 160.400.5	Located in eligible district	p. 67
160.400.3, 160.403	Sponsored by an eligible sponsor	p. 106
160.400.7-,8, Chapter 355	Missouri non-profit	p. 108, 424
160.400.11	Sponsorship fees are in budget	p. 150
160.400.14	Criminal Background checks and family care safety registry conducted for all members of governing board	p. 106
160.400.15	No board members hold office or is an employees of the school; or provides services	p. 107
160.405.1	Submitted and approved by sponsor	p. 508
160.405.1	Submitted copy of application to local school district and State Board of Education within five business days of submission to sponsor	p. 508
160.405.1	Performance contract *(covering 160.400-160.425, 160. 349)*	p. 88 - 91
160.405.1.(1)	Mission and vision statement for charter	p. 1 - 2
160.405.1.(2)	Description of the organizational structure	p. 114 - 117
160.405.1.(2)	Bylaws of governing body	p. 429 - 447
160.405.1.(2)	Description of parent, professional educator, community involvement in governance and operations	p. 111, 137 - 149

160.405.1.(3)	Financial plan for first three years of operation (MCPSC requires the term of the charter)	p. 111
160.405.1.(4)	Description of policy for securing personnel services	p. 104
160.420.3	Personnel employed by charter school shall participate in the retirement system of the school district	p. 124
160.405.1.(4) 160.420.1 160.420.	Personnel policies, including right to remain an employee of the district and non employ instructional personnel with revoked or suspended license	p. 104
160.420.2	Non Certificated instruction personnel limited to 20%	p. 123
160.405.1.(4) 160.415.2	Personnel qualifications	p. 104, 120 - 121
160.405.1.(4)	Professional development plan	p. 104, 120 - 121
160.405.1.(5)	Description of grades and ages of students served	p. 111
160.405.1.(6) 171.031	School calendar of operation	p. 59
160.405.1.(7)	Description of pupil performance standards	p. 9
160.405.1.(7) 160.405.4 (6)	Description of academic program performance standards including indicators, measures, metrics and targets	p. 88 - 91
160.405.1.(7)	Indicators, measures, metrics and targets for academic program performance	p. 88 - 91
160.405.1.(7)	Goals on graduation, standardized tests and academic growth	p. 88 - 91
160.405.1.(8)	Description of educational program and curriculum	p. 1 - 105

160.405.1.(9)	Five year term for the charter	p. 111
160.405.4. (4) 160.405.1.(10) 160.405.1.(11)	Procedures for monitoring financial accountability of charter consistent with MO financial accounting manual Health, safety and other legal requirements	p. 155, 161
160.405.1.(12)	Description of student discipline policy	p. 92
160.405.1.(12) 160.410.1. 160.410.2. 160.410.3. 160.415.11	Description of student admission policy, including no tuition, no fees beyond what school district is prohibited; student eligible under terms of judicial settlements; procedures ensure admission of students with disabilities in nondiscriminatory manner	p. 86, 129, 131, 151
160.405.1.(13)	Description of the school's grievance procedures for parents and guardians	p. 129, 141
160.405.1.(14) 160.405.8, 160.405.9	Charter School Agreement detailing sponsor intervention, revocation of charter (policies and contract)	p. 156
160.405.1.(15) 160.405.16.(6)	Closure procedures *(MCPSC closure plan plus applicants additional steps)*	p. 178 - 184
160.405.1.(15)	Closure procedures include transition of student records	p. 178 - 184
160.405.1.(15)	Closure procedures include archival of business operations	p. 178 - 184
160.405.1.(15)	Closure procedures include transfer or repository of personnel records	p. 178 - 184
160.405.1.(15)	Closure procedures include submission of final financial records	p. 178 - 184
160.405.1.(15)	Closure procedures include resolution of any remaining financial obligations	p. 178 - 184
160.405.1.(15)	Closure procedures include disposition of charter school assets	p. 178 - 184

160.405.1.(15)	Closure procedures include notification plan to parents, district, retirement, state board of education	p. 178 - 184
160.405.1.(16)	Description of special education and related services available	p. 78, 82
160.405.4.(1)	Nonsectarian in programs	p. 153
160.405.4.(1)	Nonsectarian admissions policies	p. 131
160.405.4.(1)	Nonsectarian employment practices	p. 153
160.405.4.(1)	Nonsectarian operations	p. 153
160.405.4.(2)	Comply with state, county, city laws and regulations on health	p. 168
160.405.4.(2) 167.115-167.117	Comply with state, county, city laws and regulations on safety	p. 168
160.405.4.(2) 160.261, 167.161 167.164 167.171	Comply with state, county, city laws and regulations on minimum educational standards	p. 103, 105, 131
167.020	Comply with state, county, city laws and regulations on transmittal of student records	p. 79
160.041	Comply with state, county, city laws and regulations on minimum school days and hours	p. 59
168.133	Comply with state, county, city laws and regulations on employee criminal history background checks and family care safety registry; all employees	p. 116
160.405.4.(4)	LEA complies with all requirements of ESSA as it relates to federal audit requirements	p. 115
160.405.4.(4)	Debt included in repayment plan in financial plan	p. 155
160.405.4.(5)	Provide a comprehensive instructional program for at least one grade or age group, K-12	p. 1 - 47

160.405.4.(5)	Provide a comprehensive instructional program for at least one grade or age group (early childhood optional)	p. 1 - 47
160.405.4.(6)(a) 160.514	Design a method to measure pupil progress toward pupil academic standards	p. 48 - 57
160.405.4.(6)(a) 160.514	Establish baseline student performance in performance contract during the first year	p. 48
160.405.4.(6)(a)	Collect student performance data	p. 48 - 57
160.405.4.(6)(a) 160.518	Participate in the statewide assessment	p. 48, 56
160.405.4.(6)(a) 160.522	Complete and distribute annual report card as prescribed	p. 56
160.405.4.(6)(a) 160.410	Provide data required for the student of charter schools	p. 129
160.405.4.(7) 162.670-162.710 IDEA Section 504	Comply with all federal and state laws and regulations regarding student with disabilities	p. 82, 86
160.405.4.(8)	Documentation a copy of the application was submitted to local district	p. 106, 508
160.405.4.(8)	Statement outlining reasons for approval by sponsor related to 160.400-160.425 and 167.349	p. 106
160.405.14.(1)	Chief financial officer maintains a surety bond	p. 162
160.405.14.(2)	Chief financial officer maintains an insurance policy	p. 161 - 162
160.415.1	Collect and report average daily attendance, free and reduce lunch, special education and limited English proficiency pupil count	p. 160

For education service providers/charter management organizations		
160.415.7.(1)	Evidence of success in serving similar student population including demonstrated academic achievement, successful management on non-academic school functions	p. 500 - 507
160.415.7.(2)	Term sheet for duration of service contract outlining the roles and responsibilities of the governing board, school staff, service provider.	p. 500 - 507
160.415.7.(2)	Term sheet for the duration of service contract outlining scope of services and resources provided by service provider.	p. 500 - 507
160.415.7.(2)	Term sheet for the duration of service contract outlining performance evaluation measures and timelines	p. 500 - 507
160.415.7.(2)	Term sheet for the duration of the service contract outlining compensation structure, including clear identification of all fees to be paid to the service provider	p. 500 - 507
160.415.7.(2)	Term sheet for duration of service contract outlining methods of oversight and enforcement	p. 500 - 507
160.415.7.(2)	Term sheet for duration of service contract outlining CMO Investment disclosure	p. 500 - 507
160.415.7.(2)	Term sheet for duration of service contract outlining conditions for the renewal and termination of the contract	p. 500 - 507
160.415.7.(3)	Disclose any know conflict of interest between the school governing board and proposed service provider or any affiliated business	p. 107
160.415.7.(4)	Disclose and explain any termination or nonrenewal of contracts for equivalent services for any US	N/A

	charter school within last five years	
160.415.7.(5)	Assurance charter school legal council reports to the governing board	p. 111
160.415.7.(6)	Process for approval of service provider expenditures intent to bill charter school have prior approval of governing board or designee	p. 152

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.[1] This will be achieved through meaningful and purposeful community partnerships that will help elevate the student and the St. Louis community.

As the BELIEVE network continues to grow, it's our goal that all students are engaged in early college or career programming. Currently, the following is true at BELIEVE Circle City High School:

- 85% of 11th and 12th graders participate in dual enrollment coursework
- 15% of 11th and 12th graders participate in industry based certification programs
- 50% of 10th graders have identified early college or early career pathways
- 48% of Black and African American 11th graders are proficient in Evidence-Based Reading and Writing on the SAT (Spring 2023)—ranking our Indianapolis campus #2 in Reading for public high schools in Indianapolis[2]
- 25% of 9th graders are on a gifted and talented track and part of dual enrollment
- Job shadow days have provided 25% of our students internships and over 50% of students stay regularly engaged with the job shadow mentor.

[1] Additional information on BELIEVE Circle City in Indianapolis, Indiana: https://believeschools.org/

[2] See chart in Core Curriculum for data on the Spring 2023 SAT performance of BELIEVE Circle City's Black and African American students.

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.[3]
- 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 buffer." 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 participate in similar

[3]For more information on research based Math and ELA curriculum: https://edreports.org/

programs that will prepare them to not only thrive in diverse workspaces, but also to lead Diversity, Equity, and Inclusion (DEI) work a their future educational institutions and workplaces 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 learning[4].
- 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.

Village

- It takes a Village. Together we can raise much stronger children than any one of us could raise alone. Village is the cornerstone of the "child-centered" approach of BELIEVE's model.
- 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 childs' education.
- Community partnerships are key to our model and programming. We are working with organizations like St. Louis Community College, St. Louis University (SLU),

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

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 will continue the same work at BELIEVE STL Academy, including monthly local college and university visits and annual regional college tours.
- 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. Job shadow days have provided 25% of our students internships and over 50% of students stay regularly engaged with the job shadow mentor.
- 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 Iibada Dance Company and Performing Arts with Asante Children's Theatre—just to name a few.[5] In St. Louis, we are developing partnerships with the Regional Arts Council to build out fine arts programming that will align to Missouri State standards. This programming is funded through Title IV Focus Area A. If programs are required to be held off campus, BELIEVE provides transportation for students to and from the location.
- 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.

[5]Information on Iibada Dance Company https://iibadadance.org/ & Asante Children's Theater https://asanteartinstitute.org/

- 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. For students who do not wish to attend a 2 or 4 year university upon graduation, BELIEVE has partnerships with organizations like BJC Healthcare, who offer health science specific pathways that don't rely on dual enrollment. Additionally, these students would take electives targeted towards their life goals.

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 entire city of St. Louis. It's our goal to be a centrally-located school that students across the city can easily access. 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, 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 85%-100% of our population to qualify for FRL[6].

While there is great need and potential for a high school like BELIEVE STL Academy, we recognize what is happening across the city of St. Louis. This past year, the city faced another 2,500 students exiting the district (stlpr.npr). In order to meet the needs and desires of families in the district, BELIEVE STL Academy has designed programming to combat the loss of students:[7]

1. Robust Summer Pilot Programming: Beginning in Summer 2023, BELIEVE will partner with NextPrep to launch early high school programming for current 7th and

[6] "United States Census Bureau." *Census.gov*, https://www.census.gov/. Accessed 2023.
[7] Grumke, Kate. "Why St. Louis-area schools are still losing students every year." *STLPR*, 15 December 2022, https://news.stlpublicradio.org/education/2022-12-15/st-louis-area-schools-are-still-losing-students-every-year.

8th graders. Additionally, the two organizations will partner with Goldfarb and BJC to host field trips and medical-facing programs. These programs will be free of charge for families and students.

2. Early Work with Community: BELIEVE has been working closely with community organizations, partners, and families to build relationships and identify gaps in the community currently. This information will help inform and adjust the model and programming in St. Louis.
3. Demonstrating wins of Circle City: During meetings with partners, students, and families, BELIEVE is sharing early wins and successes from the Circle City campus. Some of which can be seen in the infographic in Appendix A.1.1.

BSTLA plans to launch in the Fall of 2024 with 100 9th grade students and slow-grow into a 9-12 high school by its fourth year—ultimately serving approximately 440 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 our partnership with NextPrep and skilled-trade organizations and businesses, students will have exposure to career opportunities, internships, job trainings. Regardless of a student's postsecondary plans at the outset of their high school career, BSTLA will provide intensive exposure to a multitude of college and career pathways,thereby increasing the student's agency to make informed, financially-sound decisions about their postsecondary plans. Though our model is rigorous, if a student or group of students displays that they are struggling to accelerate or fall behind in courses, BELIEVE will institute additional support. Supports may include but are not limited to high dosage tutoring, summer school, and more.

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

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: Growth on the ACT suite of exams or the SAT suite of exams from beginning-of-year (BOY) test to end-of-year (EOY) test.
Growth will be measured by an "apples to apples" comparison—i.e., growth measures will be based on the average score for students who were enrolled at BSTLA for both the BOY and EOY test in a single academic year. A minimum of 80% of students who are enrolled for BOY testing should still be enrolled for EOY testing.

	9th Grade	10th Grade	11th Grade
Class of 2028	1.2 point (Pre ACT 8/9) OR 36 points (PSAT 8/9)	.5 points (Pre ACT 10) OR 24 points (PSAT 10)	.8 points (ACT) OR 32 points (SAT)
Class of 2029	1.3 points (Pre ACT 8/9) OR 38 points (PSAT 8/9)	.6 points (Pre ACT 10) OR 26 points (PSAT 10)	.9 points (ACT) OR 34 points (SAT)
Class of 2030	1.4 points (Pre ACT 8/9) OR 40 points (PSAT 8/9)	.7 points (Pre ACT 10) OR 28 points (PSAT 10)	1 point (ACT) OR 36 points (SAT)
Class of 2031	1.4 points (Pre ACT 8/9) OR	.7 points (Pre ACT 10) OR	1 point (ACT) OR

	40 points (PSAT 8/9)	28 points (PSAT 10)	36 points (SAT)

Assessment Tool: The SAT and/or ACT suite of assessments

Rationale: Scholars must improve their SAT or ACT scores year over year in order to increase proficiency in English language arts and math.

<u>Goal 2:</u> % of BSTLA exceptional learners (students with IEPs) enrolled in an early college and career program by the start of their junior year.
Note: Leading indicators in 9th and 10th grade are cumulative GPA and % of exceptional learners enrolled in an early college and career program.

	9th Grade		10th Grade		11th Grade Exceptional Learners
	% of exceptional learners with a cumulative GPA of 2.5 or higher (EOY)	% of exceptional learners enrolled in an early college or career program	% of exceptional learners with a cumulative GPA of 2.25 or higher (EOY)	% of exceptional learners enrolled in an early college or career program by end of sophomore year	% of exceptional learners enrolled in an early college or career program by start of junior year
Class of 2028	35%	0%	30%	5%	25%
Class of 2029	35%	0%	30%	5%	25%
Class of 2030	40%	3%	35%	7%	30%
Class of 2031	40%	3%	35%	7%	30%

Assessment Tool: Will be measured and tracked via Student Information System and through our Dean of Early College and Career and Special Education Team. For enrollment in an early college or career program, we will provide a report with each scholar's name and the specific details of the course or program in which they are enrolled.

Rationale: To fully exercise our model, it's imperative that exceptional learners graduate high school able to be independent and contributing members of society.

<u>Goal 3:</u> % of BSTLA scholars enrolled in an early college or career program by the start of their senior year.
Note: Prior to 11th grade, cumulative GPA is the leading indicator of whether students are on track for enrollment in an early college or career program.

	9th Grade	10th Grade	11th Grade	12th Grade

	% of scholars with a cumulative GPA of 2.5 or higher (EOY)	% of scholars enrolled in an early college or career program by start of 4th Quarter	% of scholars with a cumulative GPA of 2.25 or higher (EOY)	% of scholars enrolled in an early college or career program by end of sophomore year	% of scholars enrolled in an early college or career program by start of junior year	% of scholars enrolled in an early college or career program by start of senior year
Class of 2028	55%	5%	50%	30%	45%	55%
Class of 2029	55%	5%	50%	30%	45%	55%
Class of 2030	60%	10%	55%	35%	50%	60%
Class of 2031	60%	10%	55%	35%	50%	60%

Assessment Tool: Will be measured and tracked via Student Information System and through our Dean of Early College and Career. For enrollment in an early college or career program, we will provide a report with each scholar's name and the specific details of the course or program in which they are enrolled.

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.

<u>Goal 4:</u> % of scholars who achieve a rating of Proficient and/or Advanced on Missouri EOC assessments for Algebra 1 and English 2.		
	9th Grade Algebra 1 Test	10th Grade English 2 Test
Class of 2028	20%	31%
Class of 2029	22%	33%
Class of 2030	24%	35%
Class of 2031	26%	37%

Assessment Tool: End of Course Assessments

Rationale: The state of Missouri assesses student proficiency based on high school end of course assessments. BELIEVE has set performance standards that are rigorous but realistic.

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 approximately 100 ninth graders. By the end of the school year, all students will have hit their academic and social and emotional goals. Students will show on average at least 36 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 2.5 and average at least 32 points growth 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.[8] 45% of students will be dually enrolled in a college or career program by the start of their junior year. Our enrollment will be stable while enrolling an additional 100 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.

[8] For more information on Missouri High School Diploma requirements: https://learn.org/articles/missouri_high_school_diploma_requirements.html

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.

BELIEVE Circle City High School Successes & Lessons Learned

The 1-10 year vision statements listed above were derived explicitly from both the success and areas of opportunity at BELIEVE Circle City High School. While our network has a lot to celebrate from our first three years, like any new school, we have several "lessons learned" that have directly impacted the shaping of BELIEVE STL Academy.

BELIEVE Circle City High School Reflections	
Successes & Wins	**BSTLA Implementation**
• In Year 1, we experienced 100% teacher retention; in Year 3, we are on track to experience 100% teacher retention. • 85% of 10th & 11th graders participate in dual enrollment • 3 students will finish their Associates Degree by the end of the Junior Year; with 15 completing by the end of their senior year. • 42% of the 9-12 student body participate in dual enrollment • Maintained a 500k+ surplus year-over-year • 90% Parent Satisfaction Score year-over-year • Average a +1 WIDA growth *(state average -3)* • 70+ annual growth on the SAT • 100% of Founding 9th Grade Students at BELIEVE Circle City High School in Indianapolis are "on-track" to earning a dual certificate or degree according to local authorizer standards. This includes students earning at least 10 credits at benchmark	• Continue providing comprehensive teacher support, experiences, and love in the school building so teachers WANT to stay. • Continue promoting and pushing the importance and impact of dual enrollment participation as students enroll at BSTLA. It's imperative that these conversations begin at the start of 9th grade. • Continue working with students and families that have demonstrated early college and career readiness so students can be pushed and supported to graduate with their industry certification or associates degree in the same time frame. • Continue demonstrating strong fiscal responsibility and conservative spending habits • Continue engaging with families through in-person events, experiences, meetings, and digital communication to ensure parents are satisfied and happy. • Continue to work with English language learner populations to ensure they are acclimating to coursework and academics. • Continue to test students (3) times per year for P/SAT and SAT growth to ensure kids are learning and growing.

BELIEVE Circle City High School Reflections	
Areas of Opportunity & Lessons Learned	**BSTLA Implementation**
● In Year 2, we had three teachers quit at different times during the school year—we realized the intense demands of the work and made intentional adjustments to get teacher retention back on track for Year 3. ● Unsatisfied with the cultural relevance of "boxed curriculum" options for ELA, we decided to create our own—this was a significant misstep. We course-corrected by adopting an ELA curriculum that meets our standards of cultural relevance. ● We used interim assessments from another charter network; these weren't a fit for our context, and we are designing systems of accountability for teachers' existing unit assessments. ● We supported our Multilingual Learners by prioritizing accessibility through translation, but it wasn't enough—we moved to build capacity in our team for SIOP-informed instruction.	● Continue to provide support and experiences to teachers that allow for work-life balance. ● Continue to implement culturally-relevant curriculum that our students identify with while also ensuring it's high quality and not a burden for teachers. ● We have stepped away from using interim assessment and are focusing on other tests to ensure students are prepared for life after high school. ● Continue to monitor and implement new and innovative ways for language learners to feel supported.

A.2 - Curriculum and 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.[9]

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 to Missouri Learning Standards. In cases where we adopt curricula that are not already aligned with Missouri Learning Standards, we will develop crosswalk documents to ensure that any gaps between the existing curriculum and the Missouri Learning Standards are addressed so we can ensure our academic programming meets the Missouri Learning Standards with fidelity.

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

[9] For more information about BELIEVE Circle City: https://believeschools.org/

with these curricula at our Indianapolis campus.[10] Ninth and tenth grade English Language Arts courses will implement the Odell High School Literacy program, rated green on edreports.org.[11] 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.[12] 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.[13]

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 twelve to eighteen 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 Framework for Teaching 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 will create crosswalk documents to ensure that our chosen curricula will fully align with Missouri Learning Standards. If we find gaps between the existing curricula and the Missouri Learning standards, we will execute a curriculum revision plan to ensure full alignment with 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.

[10] For more information on ELA and Math curriculum ratings: https://edreports.org/
[11] Odell High School Literacy Program: https://www.odelleducation.com/
[12] For more information on WestEd's curriculum: https://www.wested.org/project/reading-apprenticeship/
[13] For more information on Carnegie Learning High School Math Curriculum: https://www.carnegielearning.com/solutions/math/high-school-math-solution/

Course Sequence & Standards Alignment

The Guiding Standards: The Missouri Learning Standards (MLS)[14] and the Next Generation Science Standards (NGSS)[15] 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	Currently aligned to Common Core State Standards (CCSS)[16]—will be adapted to meet Missouri Learning Standards.	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: COLLEGE | CAREER 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	Currently aligned to Common Core State Standards (CCSS)[17]—will be adapted to meet Missouri Learning Standards.	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: COLLEGE | CAREER Course possibilities include: AP English Language & Composition, AP English Literature, dual-enrollment college English, etc.			0-1 credit	11th & 12th grade
Social Studies	World History	*Teaching World History Thematically: Essential Questions and Document-Based Lessons to Connect Past and Present* (Metro, 2020)[18]	Missouri Learning Standards (MLS)[19]	1 credit	9th grade
	American History or AP US History	*Teaching U.S. History Thematically: Document-Based Lessons for the Secondary Classroom* (Metro, 2017)[20] or *Fabric of a Nation* (Stacy & Ellington, 2020)[21]		1 credit	10th grade

[14] For more information on Missouri Learning Standards, see: https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards

[15] For more information on the Next Generation Science Standards, see: https://www.nextgenscience.org/

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

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

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

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

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

[21] For more information about *Fabric of a Nation* (AP US History Textbook): https://store.macmillanlearning.com/us/product/Fabric-of-a-Nation/p/1319178170

	American Government	*American Government 3e*, (Krutz & Waskiewicz, 2021)[22]		1 credit	11th grade
	Varies by Individual Student Pathway: COLLEGE | CAREER Course possibilities include: Economics, Psychology, AP Psychology, AP World History			0-1 credit	12th grade
Science	Physical Science	Active Physical Science[23]	MLS for Physical Science[24]	1 credit	9th grade
	Biology or AP Biology	Biology - OpenSciEd[25] AP Biology - Campbell Biology[26] and AP Biology Course and Exam Description[27]	MLS for Life Science [23] MLS for Earth and Space Science [23]	1 credit	10th grade
	Chemistry	Active Chemistry[28]	MLS for Physical Science[23] MLS for Earth and Space Science [23]	1 credit	11th grade
	Varies by Individual Student Pathway: COLLEGE | CAREER 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.[29]	Missouri Learning Standards for Fine Arts	½ credit - 9th grade ½ credit - 10th grade	
Physical Education	Physical Education	*Physical Best: Physical Education for Lifelong Fitness and Health*[30]	MLS for Physical Education[31]	½ credit - 9th grade ½ credit - 10th grade	
Practical Arts	Varies by Individual Student Pathway: COLLEGE | CAREER Course possibilities include: Computer Science, Publications, Career & Technical Education courses, etc.			1 credit	Varies by Individual Student Pathway
Health	Health Education	*Glencoe Health*[32]	MLS for Health Education[33]	½ credit	9th grade

[22] Krutz, G., & Waskiewicz, S. (2021). *American Government 3e*. Houston, Texas: OpenStax.
[23] For more information about Active Physical Science Curriculum: https://activatelearning.com/active-physical-science/?_gl=1*1rm4htg*_ga*NzYxMzU5NzEuMTY4MTkxOTUyMg..*_up*MQ..
[24] Missouri Learning Standards for Science: https://docs.google.com/document/d/1Uh5mR_2T9kOXBqGisChv0SnIiAJw8nS1ou9dgx-z60I/edit
[25] BELIEVE Schools will use OpenSciEd for Biology curriculum: https://www.openscied.org/high-school-instructional-materials/
[26] BELIEVE Schools use use Campbell Biology curriculum: https://www.savvas.com/index.cfm?locator=PS3fLu
[27] For more information on the CollegeBoard AP Biology curriculum: efaidnbmnnnibpcajpcglclefindmkaj/https://apcentral.collegeboard.org/media/pdf/ap-biology-course-and-exam-description.pdf
[28] BELIEVE Schools will use Active Chemistry curriculum: https://activatelearning.com/active-chemistry/?_gl=1*3fi5d1*_ga*NjQ5OTQwNzcuMTY4MTkxOTU5OA..*_up*MQ..
[29] BELIEVE Schools will work with community partners to ensure programming meets Missouri Learning Standards for Fine Arts.
[30] BELIEVE Schools will use Physical Best curriculum for P.E. : https://us.humankinetics.com/products/physical-best-4th-edition-with-web-resource
[31] For more information on Missouri Learning Standards for P.E. : https://dese.mo.gov/media/pdf/gle-physical-education
[32] BELIEVE Schools will use Glencoe Health for Health curriculum: efaidnbmnnnibpcajpcglclefindmkaj/https://www.mheducation.com/unitas/school/explore/sites/glencoe-health/glencoe-health-9-12-program-overview.pdf
[33] For more information on Missouri Learning Standards for Health: https://dese.mo.gov/media/pdf/gle-health-education

Personal Finance	Personal Finance	Next Generation Personal Finance[34]	MLS for Personal Finance[35]	½ credit	Varies by Individual Student Pathway
Electives	Varies by Individual Student Pathway Example: Foreign Language	Varies by Individual Student Pathway Example: Foreign Language Elective Course Sequence: Spanish 1, Spanish 2, Spanish 3[36]	Varies by Course Example: Spanish [35]	7 credits	Varies by Individual Student Pathway

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.[37]

We strive to make sure our curriculum is culturally relevant to the demographics of our students. While we recognize that students who share a racial identity marker are far from monolithic, we also recognize that the traditional "canon" curriculum in U.S. public schools has, for generations, fallen far short of offering black and African American students and Hispanic/Latino students curricular "mirrors" in which to see their racial identity extensively reflected and respected in the curriculum. Our first step to address this is to consider the demographics of the students we serve. While the list below is not exhaustive, it represents some of the schools from which we expect to enroll students:

School Name	21-22 Enrollment	White	Black or African American	Two or more races	Hispanic/ Latino	Asian or Asian/ Pacific Islander
Lafayette Prep Academy	6th-8th Grade: 115	48%	37%	8.7%	5.6%	.8%
Northside	6th-8th Grade:	.9%	95.5%	2.7%	0%	.6%

[34] BELIEVE Schools will use Next Generation Personal Finance Curriculum: https://www.ngpf.org/courses/semester-course/
[35] For more information on Missouri Learning Standards for Personal Finance: https://dese.mo.gov/media/pdf/curr-mls-personal-finance-cle-sboe
[36] Sample Spanish 1 - 3 Scope and Sequence from *Discubre:* efaidnbmnnnibpcajpcglclefindmkaj/https://go.vistahigherlearning.com/rs/156-GRO-136/images/descubre2022_scope_and_sequence.pdf?utm_source=corp_site&utm_medium=pdp&utm_campaign=pdp_button
[37] For more information on curriculum ratings from EdReports: https://www.edreports.org/

Community School	105					
Momentum Academy, Eagle Tower Grove South	6th-8th Grade: 76	6.3%	61%	11%	10.7%	10.3%
Momentum Academy, Eagle Tower Grove East	6th-8th Grade: 47	7.8%	76.7%	7.8%	4.4%	3.3%
Momentum Academy, Eagle Gravois Park	6th-8th: 54	1.7%	84.3%	9%	3.9%	0%
Premier Charter School	6th-8th Grade: 311	40.7%	26.5%	21%	6.6%	5%

School Name	21-22 Enrollment	Middle Schoolers Proficient in Math	Middle Schoolers Proficient in Reading
Lafayette Prep Academy	6th-8th Grade: 115	42%	52%
Northside Community School	6th-8th Grade: 105	37%	52%
Momentum Academy, Eagle Middle Schools	6th-8th Grade: 177	23%	19%
Premier Charter School	6th-8th Grade: 311	32%	39%

Based on these demographic data, we anticipate that the majority of students who enroll at BSTLA will identify as Black or African American; thus, we have taken steps to ensure that our curriculum selections are culturally relevant. Some examples of these choices include our Odell units, which feature authors such as Isabel Wilkerson, Toni Morrison, and Chinua Achebe. Odell units also align with our literacy vision, which is rooted in the work of Professor Gholdy Muhammad, and prioritizes the cultivation of criticality, which Muhammad highlights as a core pillar of African American literacy communities for generations. Some Odell units that cultivate criticality include units with a focus on the ethics of public health decisions, global food production, photojournalism, the text *The Immortal Life of Henrietta Lacks*, and the American dream of home ownership. Some additional steps we take the ensure the cultural relevance of our curriculum are implementing a primary-source-based history curriculum (rather than textbook-based) and working closely with Knowledge Reigns Education Group, which produces curricular materials focused on Afrocentric literacy.

These demographic data also indicate to us that many of our students will begin high school without being proficient in Math and Reading. To address gaps in math proficiency, we have designed our course schedule to allow for double-blocked math (90 minutes daily). To address gaps in reading proficiency, we have adopted research-based programs at various tiers of instruction to bring students up to proficiency with reading. These include our focus on Reading Apprenticeship in Tier 1 instruction, Corrective Reading in Tier 2 instruction, and SPELL-Links-based one-on-one and small-group tutoring in Tier 3 instruction.

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.[38] 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, particularly for our Black and African American students. The table below shows how our Black and African American students' proficiency on the SAT in the Spring of 2023 compares to other schools in the city of Indianapolis and surrounding townships.

[38] For more information on WestEd Reading Apprenticeship Framework: https://www.wested.org/project/reading-apprenticeship/

SAT (Spring 2023) % Proficient Black or African American					
Evidence-Based Reading & Writing (EBRW)		**Math**		**Proficient in Both (EBRW & Math)**	
1. Herron Charter	55.6%	1. Herron Charter	42.2%	1. Herron Charter	37.8%
2. BELIEVE Circle City High School	**48.0%**	2. Herron-Riverside High School	27.9%	2. Herron-Riverside High School	20.9%
3. Herron-Riverside High School	41.9%	3. Brownsburg High School	16.4%	**3. BELIEVE Circle City High School**	**16.0%**
4. Brownsburg High School	40.0%	**4. BELIEVE Circle City High School**	**16.0%**	4. Brownsburg High School	15.0%
5. GEO Next Generation Academy	36.4%	5. Victory College Prep	14.3%	5. Charles A Tindley Accelerated Schools	11.4%
6. Washington Twp - North Central HS	32.5%	5. Charles A Tindley Accelerated Schools	14.3%	6. Washington Twp - North Central HS	7.6%
7. Charles A Tindley Accelerated Schools	31.4%	7. Washington Twp - North Central HS	9.3%	7. Pike High School	7.2%
8. Purdue Polytechnic High School North	30.0%	8. Purdue Polytechnic High School Ind	8.3%	8. Rooted School Indianapolis	6.5%
9. Pike High School	29.3%	9. Pike High School	7.4%	9. Purdue Polytechnic High School Ind	5.6%
10. Rooted School Indianapolis	25.8%	10. Rooted School Indianapolis	6.5%	10. Purdue Polytechnic High School North	5.0%
11. Purdue Polytechnic High School Ind	19.4%	11. Purdue Polytechnic High School North	5.0%	11. Victory College Prep	3.6%
12. KIPP Indy Legacy High	18.5%	12. Arsenal Technical High School	2.9%	12. Arsenal Technical High School	2.4%
13. George Washington High School	16.7%	13. KIPP Indy Legacy High	1.9%	13. Crispus Attucks High School	0.7%
14. Victory College Prep	14.3%	14. Crispus Attucks High School	0.7%	14. George Washington High School	0.0%
15. Arsenal Technical High School	11.2%	15. George Washington High School	0.0%	14. GEO Next Generation Academy	0.0%
16. Crispus Attucks High School	9.8%	15. GEO Next Generation Academy	0.0%	14. KIPP Indy Legacy High	0.0%

While we are pleased to see that our program stands as a competitive public school option for Black and African American high school students in Indianapolis, we are, of course, not satisfied with 48% proficiency in Reading and Writing and 16% proficiency in Math. Being data driven and responsive to data are core values of ours; thus, we began laying the groundwork for increasing our students' math minutes. Starting in August of 2023, BELIEVE scholars will participate in 90 minutes of core math instruction daily (an increase from 50 minutes daily for the past three years). Additionally, we are expanding our Reading Apprenticeship programming and utilizing a Science of Reading backed approach to reading remediation with the goal of supporting all students to be proficient in Reading and Writing on the SAT.

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.[39] 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

[39] For more information on Social-Emotional Learning curriculum from nXu Pop: https://www.nxueducation.org/pop

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. Additionally, the single-gender dynamic allows students to ask questions and receive support on matters related to their gender identity at a time in life when such supports are critical. We recognize that the male/female binary created by single-gender groups does not work for all students. We value inclusion, and we work with students and families on an individual basis to place students in the Village group that they feel is most reflective of their gender identity; this includes, for example, allowing a student whose biological sex at birth was female to join a male Village according to the student's preference and level of comfort.

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 during Summer Professional Development. 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 SIOP model with the overarching goal of supporting teachers, especially our general educators, to make effective professional judgments about matching the specific features of the SIOP components with each part of their daily lessons to best meet the needs of their students.[40] Some standard practices that BELIEVE STL Academy's teachers will be trained on include setting language objectives in addition to content objectives, presenting information

[40] For more information on the Sheltered Instruction Observation Protocol (SIOP): https://drive.google.com/file/d/1urqgtgdHctL0Y7i0wLdWJAMjxaqLzU11/view

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)[41] Math and ELA tests and the Edmentum Quantile Test math screener[42] as well as the Houghton Mifflin Harcourt Reading Inventory[43] reading screener. Students will also participate in ongoing Edmentum math and reading assessments to determine appropriate placement.[44] Students who enter BELIEVE STL Academy

[41] For more information on the MAP Math and ELA assessments: https://dese.mo.gov/special-education/effective-practices/student-assessments/missouri-assessment-program

[42] For more information on the Edmentum Exact Path and Quantile Math Screener: efaidnbmnnnibpcajpcglclefindmkaj/https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20and%20Quantile%20Linking%20Study%20Abstract%201.9.20.pdf

[43] For more information on the Mifflin Harcourt Reading Inventory: https://www.hmhco.com/programs/reading-inventory

[44] 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.

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.

Below is a sample schedule of how a BELIEVE STL Academy 9th grade student will spend their day:

Sample Bell Schedule for a 9th-Grade BSTLA Student				
Time Block	**Course Name**	**Start**	**End**	**Transition**
Village	Village	8:00	8:16	4
1	Physical Science	8:20	9:05	4
2	English 1	9:09	9:54	4
3	Algebra 1 (90 minute class)	9:58	10:43	4
4		10:47	11:32	2
Lunch/Village	Lunch	11:34	12:04	1
Lunch/Village	Village	12:05	12:35	2
5	English 2	12:37	1:22	4
6	World History	1:26	2:11	4
7	Developmental Reading	2:15	3:00	4
8	Flex Time / Study Hall	3:04	3:49	Dismissal
After School	Office Hours	3:50	4:35	Dismissal / Office Hours

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.[45] 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*

[45] BELIEVE Schools will use Carnegie Learning's Math Solution Traditional curriculum: https://www.carnegielearning.com/solutions/math/high-school-math-solution/

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: 90 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. ● Activator/Bell Ringer (Engage) ○ *Connect to prior knowledge, build off intuition, establish a situation* ● Introduce Objectives ● Learning Activity 1 (Develop) ○ *Investigation, classification, worked example, peer analysis, real-world problem solving, mathematical problem solving* ● Learning Activity 2 (Develop)	**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 content. **Daily Exit Tickets:** These brief formative assessments allow teachers to build off of strengths or fill gaps in subsequent instruction.

	● Independent Practice (MATHia) ● Exit Ticket (Demonstrate) ○ *Exit ticket procedures, exit ticket application, generalization, graphic organizer, writing task*	
Math Lab		
Schedule: 45 minutes	**Purpose:** The purpose of the Math Lab course is to address students' learning gaps from their K-8 education. ● Activator/Bell Ringer ● Activity 1 ● Activity 2 ● Practice ● Exit Ticket	**Assessment:** **Diagnostic Assessment:** Quantile testing allows us to determine students' levels of math proficiency. **Daily Exit Tickets:** These brief formative assessments allow teachers to build off of strengths or fill gaps in subsequent instruction.

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 model[46]. We believe a literate person is one who:

- 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'

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

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		
Schedule: 45 minutes	**Purpose:** 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. 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). 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). ● Activator/Bell Ringer ● Discuss ● Read ● Write ● Discuss ● Exit Ticket	**Assessment:** **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). **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 paragraphs, delivering a presentation, or engaging in an academic discussion, such as a Socratic Seminar (Odell,

		2020). **Daily Exit Tickets:** These brief formative assessments allow teachers to build off of strengths or fill gaps in subsequent instruction.

English Language Arts Scope & Sequence

At BSTLA, we implement a scope and sequence from Odell's High School Literacy Program.[47] 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
Unit 1: Foundation Unit ● Central Question: Who changes the world? ● Unit Texts & Multimedia: "The Danger of Silence" by Clint Smith (TED Talk), "Introduction" from *The Tipping Point* 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 *The Prince* 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) 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 understanding to explore how change occurs in various aspects of society like politics,

[47] BELIEVE Schools will use Odell's High School Literacy program for ELA curriculum: https://www.odelleducation.com/

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 have the opportunity to register for the Summer Pilot Program. The purpose of this free camp experience 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: 20-25 7th graders from St. Louis City middle schools

Timeline: July 11-15 student experience, preparation beginning immediately. (sample schedule here: Daily Schedule[48])

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.

[48] For a sample Daily Schedule of Summer Pilot Program: https://docs.google.com/spreadsheets/d/1bs8VpZ3Xj6YuUOFujkqjE_6-F02626HHi6iz8kTnW60/edit#gid=0

- 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. This is possible through external mental health partners like OpenSeat and The Purpose Driven Counselor. Similar to Indianapolis, providers bill students' insurance directly. For students who do not have insurance, BELIEVE covers these costs through Title funds. 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-making[49].

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

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,[50] JA Finance Park,[51] and JA Be Entrepreneurial [52] 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.

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[49] What Is the CASEL Framework?" *CASEL.org*, CASEL, 2023, https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#responsible. Accessed 2023.
[50] BELIEVE Schools will use JA Personal Finance curriculum; For more information on JA Personal Finance 2.0 curriculum: https://jausa.ja.org/programs/ja-personal-finance-2-0
[51] For more information on JA Personal Finance Park curriculum: https://jausa.ja.org/programs/ja-finance-park-entry-level
[52] For more information on JA Be Entrepreneurial curriculum: https://jausa.ja.org/programs/ja-be-entrepreneurial-think-like-an-entrepreneur

World Languages: BELIEVE scholars will have the opportunity to earn high school credit in Spanish and/or college credit in the following world languages: Spanish, French, or Chinese.

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 45-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. as well as individualized coaching), 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. For an example of how we ensure all teachers have access to a one-on-one instructional coach, see Appendix A.2.6.

- **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	• Building Teacher-to-Student Relationships and Classroom Community • Develop Essential Routines and	• Write and Internalize Lesson Plans • Principles of *Understanding by Design* and Unit Plan Planning

	Procedures	• Unit Plan Unpacking
Quarter 1 PD	• Building Teacher-to-Student Relationships and Classroom Community • Roll Out & Monitor Routines • Engage Every Student	• Independent Practice • Respond to Student Learning Needs • Unit Plan Unpacking
Quarter 2 PD	• Supporting Students' Academic Success and Deepening Classroom Community • Set Routines for Discourse	• Lead Student Discourse 101 • Lead Student Discourse 201 • Unit Plan Unpacking
Quarter 3 PD	• Supporting Students' Academic Success and Deepening Classroom Community • Joy Factor	• Data-Driven Instruction • Differentiation • Unit Plan Unpacking
Quarter 4 PD	• Supporting Students' Academic Success and Deepening Classroom Community • Joy Factor	• 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	Teacher/Staff Handbook	Summer Orientation	Principal & Dean of Operations
	Culture & School Expectations	Summer Orientation	Principal and Dean of Culture
	Instruction	Summer Orientation	Principal, CAO, Dean of

safety, and school culture development.			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 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.	Unit Planning (*Understanding by Design*) 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. Note that frequency of observations for experienced teachers will be determined based on each teacher's performance relative to the Get Better Faster indicators, performance on Danielson evaluation, and student achievement data. For highly effective teachers, frequency will be determined based on teacher preference.

Weekly	Bi-Weekly or Monthly	Quarterly	Semesterly	Annually
Intellectual Prep Observation, Feedback, & Coaching of New-to-BSTLA Teachers Data Analysis	Observation, Feedback, & Coaching of Experienced BSTLA Teachers	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 or bi-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 Uncommon's Get Better Faster scope and sequence for formative observations and the Danielson Rubric for formal evaluations.

In addition to feedback on instruction rooted in the indicators from Get Better Faster and

Danielson's Framework for Teaching, BSTLA teachers will also receive feedback on their instruction in the form of data from semesterly student perception surveys.[53] Teachers will have access to the results from these surveys in a timely, user-friendly manner that supports digestible meaning-making[54]. Teachers will have access to data displays that allow them to see how their scores on each indicator compare school wide and network wide. Coaching and professional development will be tailored to support teachers' development based on individual needs and school wide trends from student perception survey 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 regular 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

[53] BELIEVE Schools will use Tripod's 7Cs Framework for effective teaching: https://www.tripoded.com/teacher-toolkit
[54] Bill & Melinda Gates Foundation. Measures of Effective Teaching Project. (2012). *Asking Students About Teaching: Student Perception Surveys and Their Implementation*. https://files.eric.ed.gov/fulltext/ED566384.pdf

Principal. For their first two years in the profession, new teachers will be evaluated using Missouri's New Teacher Feedback Forms.[55] Teachers in their third year and beyond will be evaluated via Missouri's Growth Guide.[56]

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 45-minute blocks in English Language Arts instruction and two 45-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)[57], 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

[55] For more information on Missouri's New Teacher Feedback Evaluation Tool: https://dese.mo.gov/media/pdf/oeq-ed-newteacherfeedbackforms
[56] For more information on Missouri's Growth Guide (Educator Evaluation System): https://dese.mo.gov/media/pdf/oeq-ed-growthguide
[57] Wexler, N. (2019). *The Knowledge Gap: The Hidden Cause of America's Broken Education System–and How to Fix It*.

	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.
Prioritize Dual Enrollment over Dual Credit	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.
Reading Across the Content Areas	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.
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 formats[58] The nature of the skills and content to be learned should drive the selection of instructional methods[59] 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.

[58] Saphier, Haley-Speca, & Gower, 2008
[59] Ball, Thames, & Phelps, 2008

A.3 - Assessing Student Performance

BELIEVE's Approach to Student Assessment

As required by the State of Missouri in statute RSMo 160.518 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 160.514Upon 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.
- 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 will be fully aligned with the Missouri Learning Standards to ensure students are academically prepared for college and career. We are confident that our 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[60]	9th-12th	English Language Arts	3 times per year (August, December, May)
Edmentum Exact Path Quantile Benchmark Assessment[61]	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)
ACT	11th Grade	Reading, English, Math, & Science	1 time (spring of junior year)
Math Unit Assessment	9th-11th	Algebra I, Geometry, Algebra II	~8 times per year (~2 tests per quarter)
English Language Arts Culminating Tasks (Unit Assessments)	9th-10th	English 1, English 2, English 3, English 4	Culminating Task: ~4 times per year (1 per quarter)
Formative Assessments: Checks for Understanding, Exit Tickets	9th-12th	All Subjects	Daily
BASEline Social Emotional Learning Survey	9th-12th	Village	Quarterly
Tripod Student Perception Survey	9th-12th	All Subjects	Semesterly

*Asterisk denotes optional End-of-Course Assessments

[60] For more information on Houghton Mifflin Harcourt Reading Inventory Benchmark Assessment (Reading): https://www.hmhco.com/programs/reading-inventory#overview

[61] For more information on Edmentum Exact Path Quantile Benchmark Assessment (Math): efaidnbmnnnibpcajpcglclefindmkaj/http://cdn.ple.platoweb.com/EdAssets/ee408b519c3d4b5f8eee50ab0d7eb0c3?ts=63649115052

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.[62] 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. 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

[62] For more information on Edmentum Exact Page Quantile Benchmark Assessment (Math): efaidnbmnnnibpcajpcglclefindmkaj/http://cdn.ple.platoweb.com/EdAssets/ee408b519c3d4b5f8eee50ab0d7eb0c3?ts=63649115052

take the ACTyear; thus, our students will be positioned to decide which test scores they want to use for college applications.

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.[63] This powerful self-reporting measure is structured to help measure all five of CASEL's main competency groups. The results

[63] BELIEVE Schools will use The BASEline tool for measuring Social-Emotional Learning: https://base.education/baseline-assessments/

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 and ensure that BELIEVE is meeting the unique regional needs of Saint Louis. 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

All Students | 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.

Multilingual Learners | 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.

Exceptional Learners | 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 (Appendix A.3.2). 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.3.3. Additionally, parents have unlimited access to their child's academic data through SchoolRunner; through this program, parents can access their child's grades and behavior data. We also provide semesterly letters to parents to update them on their

child's standardized test and benchmark test performance—see Appendix A.3.4 for a sample letter.

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 childs' 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 student group *(i.e: ethnicity, socioeconomic status, gender, grade, english-language learner, special education student etc).*

A.4 - School Calendar and 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.

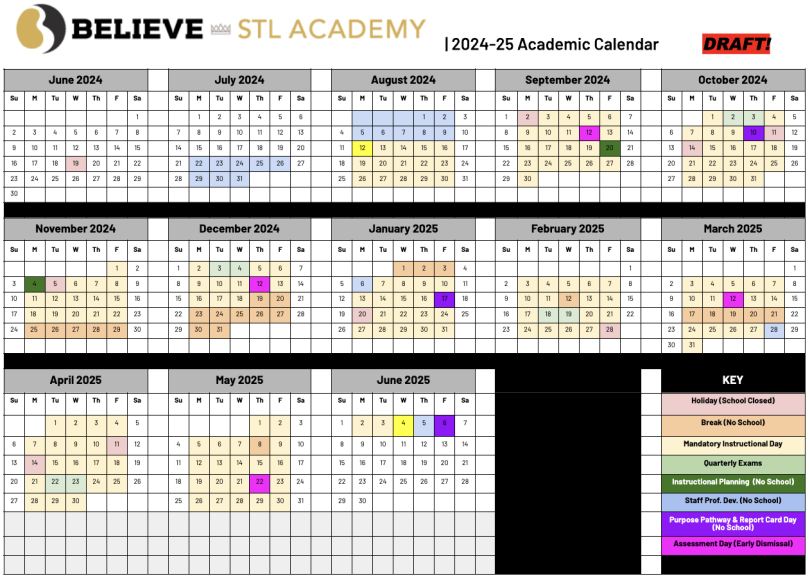
On a weekly basis, the BELIEVE schedule varies from most high schools. BELIEVE operates on a Monday-Friday schedule with Monday-Thursday being strictly academic days where a majority of the students' day is focused on academic-facing courses while still including Village twice a day. Fridays, at BELIEVE, 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. While there is no after school tutoring or remediation on Fridays, students have the opportunity to stay after for extra support Monday-Thursday. Friday afternoons are designated for teachers and their development.

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 RSMo 160.011 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 childs' 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 childs' 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 draft version of the 24-25 BELIEVE STL Academy Academic Calendar can be found here. This calendar mirrors requirements by DESE and aligns closely with the St. Louis Public Schools district and St. Louis Community College.



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 which has been attributed to high retention rates at our Indianapolis Campus. 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. We piloted this quarterly planning day initiative at our Indianapolis campus during the SY22-23 school year by implementing a planning day rotation, whereby two or three teachers were out of the building each Friday and their Friday duties were covered by other team members. This initiative was so well received by teachers that we have moved to build in quarterly planning days to our academic calendar moving forward. Thus, we will no longer "sub out" two or three teachers each Friday; instead, the academic calendar will have a built-in long-term-planning day each quarter.

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) (45 minutes)	• Guided study of complex literary and nonfiction texts • Reading Apprenticeship[64] • Speaking, listening, discussion • Writing and grammar

[64] 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 2 (9th Grade) (45 minutes)	• Guided study of complex literary and nonfiction texts • Reading Apprenticeship • Speaking, listening, discussion • Writing and grammar
English 3 (10th Grade) (45 minutes)	• Guided study of complex literary and nonfiction texts • Reading Apprenticeship[65] • Speaking, listening, discussion • Writing and grammar
English 4 (10th Grade) (45 minutes)	• Guided study of complex literary and nonfiction texts • Reading Apprenticeship[66] • Speaking, listening, discussion • Writing and grammar
World History (9th Grade) (45 minutes)	• Guided study of complex primary source texts • Reading Apprenticeship • Writing • Real World/Historical Texts
American History (10th Grade) (45 minutes)	• Guided study of complex primary source texts • Reading Apprenticeship • Writing • Real World/Historical Texts
Reading Foundations (45 minutes)	• 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.

[65] 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.
[66] 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 @ BELIEVE	
Math (Algebra I, Algebra II, Geometry): 90 minutes	• 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: 45 minutes	• 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 3:50 pm with breakfast starting at 7:30 am Monday through Friday. Office hours are offered Monday-Thursday from 3:50 pm-4:35 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.

Note that Acceleration time is an integral part of BELIEVE's model because it builds in flexible time to respond to students' individual needs. For a ninth-grade student entering BELIEVE below grade level in math and reading, the Acceleration block time exists to address the student's learning gaps so that they are ready to begin working on their Associate's degree or industry certification by the start of tenth grade. Of course, for those students who enter high school on grade level in math and reading, this time can be used in other ways. For example, at our Indianapolis campus, some ninth-grade students use their acceleration block to take an additional science class, which frees up time in their subsequent high school years for additional AP classes, etc. We have also used acceleration block time for electives, AP study group sections, and study hall. Additionally, students who have leveled up, are performing on grade level, and are in good academic standing have the option of using 8th period for early dismissal.

Daily Instructional Minutes

	Average Daily Instructional Minutes	Total Instructional Minutes per Week
English Language Arts	90	360
Mathematics	90	360
Science	45	180
Social Studies, Humanities	45	180
Personal Finance, Practical Arts *(Once per week)*	120 *(Friday only)*	120
Acceleration	90	360

BELIEVE Daily Bell Schedule

The proposed daily schedule can be viewed below. This schedule includes the Monday-Thursday bell times versus the alternative schedule followed on Fridays for Freedom Friday.

Sample Bell Schedule			
Time Block Name	**Start**	**End**	**Transition**
Village	8:00	8:16	4
1	8:20	9:05	4
2	9:09	9:54	4
3	9:58	10:43	4
4	10:47	11:32	2
Lunch/Village	11:34	12:04	1
Lunch/Village	12:05	12:35	2
5	12:37	1:22	4
6	1:26	2:11	4
7	2:15	3:00	4
8	3:04	3:49	Dismissal
Office Hours	3:50	4:35	Office Hours Dismissal

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 45-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 Mathematics 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	Integrated Math II (Cohort A)	Integrated Math II (Cohort A)	Integrated Math II (Cohort A)	Integrated Math II (Cohort A)	**A Block: Arts Block**	Academic Professional Development (90 mins)
2nd Period	Integrated Math II (Cohort A)	Integrated Math II (Cohort A)	Integrated Math II (Cohort A)	Integrated Math II (Cohort A)		
3rd 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	**B Block: BELIEVE Block**	10th Grade Village
4th Period	Prep Period: Planning for Instruction	Prep Period: Planning for Instruction	Prep Period: Planning for Instruction	Prep Period: Planning for Instruction		
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	Integrated Math II (Cohort B)	Integrated Math II (Cohort B)	Integrated Math II (Cohort B)	Integrated Math II (Cohort B)	**Student Dismissal 2:30pm**	Staff Meeting / Village Planning
6th Period	Integrated Math II (Cohort B)	Integrated Math II (Cohort B)	Integrated Math II (Cohort B)	Integrated Math II (Cohort B)		
7th Period	Math Lab	Math Lab	Math Lab	Math Lab		
8th Period	10th/11th Grade Office Hours	10th/11th Grade Office Hours	10th/11th Grade Office Hours	Acceleration Block: Club Sponsor		

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 just before the bell rings because she rides BELIEVE STL Academy's bus. 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 Beiber'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 Community College 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 front office with friends from her neighborhood. They all wait for Gabby's friend's mom to pick them up to take them home. 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. While we recognize the cost and lack of available facilities, it is possible that the school might be just north or west of the central corridor. 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 city of St. Louis. We aim to be a central location that is easily accessible by all populations of people. 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 100 9th grade students and slow-grow into a 9-12 high school by year four ,ultimately serving 420-440 students.

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 420-440 students. In Year 1, BELIEVE will aim to enroll roughly 100 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 100 9th grade students as students matriculate through. The 27-28 school year will be BSTLA's first year as a full-grown school serving 9th-12th grade.

BELIEVE STL Academy recognizes that reaching these enrollment goals is no walk in the park. While we have targeted and intentional efforts to reach students and families as outlined in section B.5 Student Recruitment and Enrollment, the city of St. Louis is losing students every year. As reported by stlpublicradio.org, St. Louis Public Schools is now the fifth largest district in the region— as it used to be the largest in 2016-17. In 1998 the district had more than 44,000 students and now has less than 17,000 (stlnpr.org). According to sluprime.org, there are 3,000 fewer students in St. Louis City this year than in 2019-2020.

With all of this true, parents and students are hungry for rigorous, supportive, and joyful learning environments for their students. While there are several high school options in St.

Louis City, BELIEVE STL Academy anticipates to compete directly with highly selective and magnet schools like Metro High School, Collegiate High School, and Kairos.

The following data was collected from the National Center for Education Statistics (NCES).

School Name	21-22 Enrollment	FRL Eligible
Metro High School	373	370
Collegiate High School	315	312
Gateway High School	956	953
Kairos	125	75

BELIEVE STL Academy staff members have engaged with middle school students and parents over the past six months to capture wants and needs for families as they plan for high school. BELIEVE hosted lunch & learns with students at Northside Community School and Lafayette Prep Academy. During these engagements, students suggested that they are interested in the following as they prepare for high school selection: small environment, safety and security, and community based school. Additionally, BELIEVE STL Academy hosted two summer experiences in Summer 2023 at Delmar Divine. These camps were opportunities for students to engage and participate in BELIEVE programming, attend field trips, and experience the BELIEVE model. These camps were free for students and were provided free transportation and lunch. Students visited UMSL, BJC Healthcare, and Goldfarb.

Over the next several months, BELIEVE STL Academy will continue to engage with middle school partners across the city. The table below outlines likely feeder schools that we're working closely with. More information regarding Recruitment Strategies and methods of engagement can be found in Section B.5 Student Recruitment and Enrollment.

School Name	21-22 Enrollment	FRL Eligible
Lafayette Prep Academy	6th-8th Grade: 115	Building-wide: 99
Northside Community School	6th-8th Grade: 105	Building-wide: 156
Momentum Academy, Eagle Tower Grove	6th-8th Grade: 76	Building-wide: 241

South		
Momentum Academy, Eagle Tower Grove East	6th-8th Grade: 47	Building-wide: 188
Momentum Academy, Eagle Gravois Park	6th-8th: 54	Building-wide: 192
Premier Charte School	6th-8th Grade: 311	Building-wide: 399

While this list does not include all St. Louis City middle school students, this gives an idea of where we have spent time thus far engaging with families, students, and/or school leaders. Over the next several months, this work will continue. Our team will continue to meet with school leaders, attend community events, and host lunch and learns with schools. Recruitment efforts will be broad and expansive and can be viewed in Section B.5: Student Recruitment and Enrollment. We will engage with all schools who agree to let us interface with their students and families as long as the school resides in the district boundary.

Student Attrition & Admission Policy

Student attrition is normal and to be expected as families relocate and move away from the community. With that, BELIEVE proactively plans for such movement. If a student does leave mid-year, BELIEVE will replace the student with a student on the waitlist in grade 9 and 10 or maintain an open seat until a new applicant applies. 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. BELIEVE will revisit this decision each school year and will adjust policy based on current enrollment and enrollment projections. Decisions regarding enrollment will ultimately be decided by the Executive Director. Other Magnet and high-performing high schools like Metro High School, Central Vision & Performing Arts, and Collegiate High School only enroll students in grades 9-10 (Collegiate 9-11). This can be found in Appendix A.5.1 and seen below in the General Education Application below.

GENERAL EDUCATION APPLICATION

2022-2023

Please Read: Visit www.slps.org/magnet for an explanation of the two-pool application timeline. All applications received in a Pool Application Period are given equal consideration within placement priorities. All current Pool applicants will be considered for placement prior to reviewing and placing applicants in the next Pool. Submission of this application will override any previous application submitted for the 2022-2023 school year. **INCOMPLETE APPLICATIONS WILL NOT BE PROCESSED.**

READ BEFORE COMPLETING PAPER APPLICATION: Please fill the application out at www.slps.org/magnet. If you do not have computer access at home, there are computers available to fill out and submit applications at the Office of Student Recruitment and Placement at the SLPS Board of Education (801 N. 11th St, St. Louis, MO 63101). *Paper applications will take additional time to process.*

Student's Name *Please Print* _____ Date of Birth _____ Sex _____
Last First Middle

Address _____
Street City State Zip

Home Phone Number (___) _____ Emergency Phone Number (___) _____ Emergency Contact _____

Current School _____ School District of Residence _____

Sibling Consideration? ☐ Yes ☐ No Name of Sibling _____ Magnet School Sibling Attends _____

Siblings are defined as children having an biological or adoptive parent in common and reside in the same household. To receive sibling consideration for one child, the other child must be enrolled in the school of choice and be scheduled to continue in that school for the coming year, and that school must be listed as the first choice on this application form. Sibling consideration extends to one school only. No sibling applicants will be considered for priority placement after the Pool B Application period closes.

☐ *Check here if you wish twins to be treated as one placement at the same school. Separate applications are required.*

SAFE SCHOOLS: Has your child been expelled from any school or school district violation of school board policies relating to weapons, alcohol, drugs or for willful infliction of injury to another person? ☐ Yes ☐ No

SPECIAL EDUCATION: Is your child in the First Steps Program? (preschool only) ☐ Yes ☐ No

Has your child been referred for a special education evaluation or evaluated by the current or previous school district? ☐ Yes ☐ No

Does your child receive special education services and/or related services? ☐ Yes ☐ No

Does your child receive special education services outside the regular class for more than 60 percent of the time? ☐ Yes ☐ No

ESOL: Does student use a language other than English? ☐ Yes ☐ No Please specify: _____

Which language(s) does the student use (speak) at home and with others? _____

Which language(s) does the student hear at home and understand? _____

Please Indicate Applicant's Race:
SELECT ONLY ONE CODE

☐ B Black/African American
☐ W White/Caucasian
☐ H Hispanic/Latino
☐ A Asian or Pacific Islander
☐ I Native American or Alaskan
☐ Biracial - Black
☐ Biracial - Non-Black

Future grade in Sept. 2022 _____

Requirements must be met to be eligible for admission to a special education classroom. Placement is contingent upon the Individual Education Program (IEP) specifying placement.

School Desired _____ or _____
First choice Second choice

K=Kindergarten | P3=Preschool Age 3 | P4=Preschool Age 4

(K-8)	Lyon Academy at Blow	518	(P4-5)	Dewey International Studies	447
(P3-2)	₄Stix Early Childhood	593	(P3-5)	Mullanphy Investigative Learning	559
(P3-2)	₄Wilkinson Early Childhood at Roe	603	(P3-5)	₄Washington Montessori	601
(3-5)	Humboldt Academy of Higher Learning	496	(P4-5)	Ames Visual & Performing Arts	425
(P4-5)	Gateway Elementary	473	(P4-5)	Shaw Visual & Performing Arts	578

Magnet Middle Schools (6-8)

AESM@ L'Ouverture	325
Busch School of Character	305
Gateway Math & Science Prep	323
Compton-Drew Investigative Learning	339
Carr Lane Visual & Performing Arts	307

Magnet High Schools (9-12)

# Gateway STEM	111
# Soldan International Studies	173
# Metro Academic & Classical (9 and 10 applicants only)	156
# Central Visual & Performing Arts (9 and 10 applicants only)	186
# McKinley Classical Leadership Academy	157
# Collegiate School of Medicine and Bioscience (9-11)	100
# Carnahan School of the Future (11 and 12 applications only)	193
# Clyde C. Miller Academy	117

* Age eligibility before August 1 for preschool and kindergarten entry must be met. See eligibility requirements at www.slps.org/magnet. # Requirements must be met to be eligible for admission. ₄Bus transportation is not available for three-year-old accepted students. **Note**: Preschool programs are available to St. Louis City students. St. Louis County residents with a sibling in an SLPS Magnet School, are eligible to attend Kindergarten through Grade 12.

Parent 1 Name _____ Work/Cell # (___) _____ Parent 2 Name _____ Work/Cell # (___) _____

Parent 1 Email _____ Parent 2 Email _____

I give permission to the current school my child is attending to release any information needed to complete the processing of this application. I do understand that once enrolled, student records will be sent to the new school district. I understand that submitting false residency information is a Class A misdemeanor, and that I may be required to pay the cost of educating my child if I provide false residency information. I understand that providing false disciplinary information on this application is a Class B misdemeanor. I also give permission for my child to be tested in order to determine eligibility for the gifted programs. I understand that Saint Louis Public Schools is not responsible for errors made by me on this application (such as grad, birth date, schools selected and/or incorrect school year application.)

Parent Signature _____ Date _____

City families return to: Saint Louis Public Schools, Student Recruitment & Placement Office, 801 N. 11th St., St. Louis, MO 63101 (314.633.5200, Fax: **314.244.1779**

With student movement being frequent, BELIEVE will participate in the lottery process which can be viewed in Section B.5. If more students enroll 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. With a goal of being an asset to the entire St. Louis community, BELIEVE STL Academy will be open to enrollment for:

- All students residing in St. Louis Public Schools district
- Non-residents students who transfer from an unaccredited district
- Those eligible under the terms of judicial settlements or through urban voluntary transfer programs defined in RSMO 167.131

BELIEVE STL Academy will accept applicants through the SchoolMint's recruit and enroll system that also integrates with our SIS system. Through this portal, families can sign up to receive updates via mobile phone or computer. Parents and families can access this application portal through BELIEVE's website, by calling the front office or from any computer or mobile device. Once an application is received, BELIEVE STL Academy team members will follow up with the family to explain the enrollment process and timeline. Applications must be complete and include release of records and required supporting documents (e.g., proof of residency, immunizations, etc). More information about the enrollment process can be found in Section B.5.

We also recognize that St. Louis city has a high mobility rate. As reported by stlpublicradio.org, "38% of K-12 students in St. Louis change schools midway through the school year."[67] While this figure is alarming, we feel like with the increased number of options, school choice is at an all time high. In 2010-11, the student mobility rate was 51% (NPRSTL). Students and families will select BELIEVE STL Academy because they value and align to our model and programming deeply. Whether a family needs to move somewhere new in the city, our location and support services will help ensure students can remain at BELIEVE STL Academy.

BELIEVE STL Academy will continue to follow the research being conducted by St. Louis School Research-Practice Partnership to determine the "whys" of the mobility rate, impacts and correlations to attendance and overall student performance.

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.[68] BELIEVE's enrollment process will be hosted on SchoolMint's platform where this data will be stored and tracked annually. *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 76% 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. *Families that relocated or moved out of the City of Indianapolis are excluded from the percentage.*

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.[69] 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.[70]

As St. Louis natives, where they attended Vashon High School and Rosati-Kain high School,

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[67] Heuer, Alex. "New report shows high mobility rate in K-12 St. Louis students." *STLPR*, 23 February 2023, https://news.stlpublicradio.org/show/st-louis-on-the-air/2023-02-23/more-than-one-third-of-st-louis-k-12-students-change-schools-midyear-new-report-shows.

[68] BELIEVE Schools will use EdOps for Operational Support. For more information on EdOps' services: https://www.ed-ops.com/

[69] Cooperman, Jeannette. "The story of segregation in St. Louis." *St. Louis Magazine*, 17 October 2014, https://www.stlmag.com/news/the-color-line-race-in-st.-louis/.

[70] Stewart, Chris. "Misunderstanding Rosa Parks and the Meaning of Integration." *EdPost*, 2 December 2015, https://www.edpost.com/stories/misunderstanding-rosa-parks-and-the-meaning-of-integration?utm_source=Twitter&utm_medium=social&utm_campaign=Bgap&utm_content=TwBgapIntegrationCs2.

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 students[71].

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 60% black, 10% white, 10% mixed-race, or other, 10% asian, and 10% latinx. Additionally, we expect approximately 85%-100% 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 85%-100% of our population to qualify for FRL[72].

St. Louis City Demographic Data by Race	
Demographic	**Percent**
Black	43.97%
White	47.40%
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.[73]For additional context, DESE reported in 2018 that 79.8% of students

[71] 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)

[72] United States Census Bureau." *Census.gov*, https://www.census.gov/. Accessed 2023.

[73] Figure 2. Student demographics of SLPS and City Magnet Schools. Source...." *ResearchGate*, https://www.researchgate.net/figure/Student-demographics-of-SLPS-and-City-Magnet-Schools-Source-Missouri-Department-of_fig2_277901402.

enrolled identified as Black, while only 13% were white.[74]

Target Population & Community Demographics

BELIEVE plans to be strategically located to serve a diverse population of families and students from across St. Louis City. The chart below indicates the diversity of this area. While these zip codes don't encompass all neighborhoods we plan to serve, this gives an demographic overview.

Zip Code	Total Population	Black Population	White Population	Total Poverty Rate	Median Household Income
63110	16,992[75]	25.92%	65.08%	10.1%	$62,732 (5.2% below 10k/month)
63108	19,842[76]	23.43%	52.5%	23.7%	$51.092 (14.4% below 10k/month)
63112	18,068[77]	63.25%	27.0%	22.0%	$41,806 (15.6% below 10k/month)
63103	8,990	44.5%	47.3%	19.2%	$46,522
63109	27,277	6.3%	86.8%	5.7%	$53,023
63139	22,112	8%	83.5%	9.6%	$40,068

High Schools in Target Zip Code

According to ThinkHealthSTL, There are 293,051 people in St. Louis City. With an overall decline of -8.22% since 2010.[78] There are approximately 23,100 children aged 10-17 in St. Louis City. 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
63108	475	442	1,696
63112	919	560	585
63103	203	155	825
63109	1,209	588	520

[74] MCDS Portal | Missouri Department of Elementary and Secondary Education - MCDS." *DESE Applications Sign-in*, https://apps.dese.mo.gov/MCDS/Home.aspx.
[75] For population data on zip code 63110: https://www.city-data.com/zips/63110.html
[76] For population data on zip code 63108: https://www.thinkhealthstl.org/?module=demographicdata&controller=index&action=index&id=24300&sectionId=935
[77] For population data on zip code 63112': https://www.city-data.com/zips/63112.html
[78] Additional St.Louis population data: https://www.thinkhealthstl.org/?module=demographicdata&controller=index&action=index&id=24304&sectionId=935

63139	916	419	387
Total	4,508	2,654	4,795

School Name	Zip Code	2021-2022 Enrollment	2021-2022 FRL %
KIPP St. Louis High School[79]	63103	559	100%
Gateway Science High School [80]	63109	356	48.2%
Metro High School[81]	63108	373	99%
Collegiate High School[82]	63139	315	99%
Kairos High School[83]	63118	Opened 2022-23	

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 choses 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

[79] Enrollment data from KIPP St.Louis High School from the Missouri Department of Elementary and Secondary Education (DESE): https://apps.dese.mo.gov/MCDS/Visualizations.aspx?id=22
[80] Enrollment data from Gateway Science High School from the Missouri DESE: https://apps.dese.mo.gov/MCDS/Visualizations.aspx?id=22
[81] Enrollment data from Metro High School: https://www.slps.org/domain/2483
[82] Enrollment data from Collegiate High School: https://www.slps.org/CSMB
[83] Enrollment data from Kairos High School: https://www.kairosacademies.org/

    - 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 are 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. Village leaders will receive targeted sessions during summer professional development and throughout the school year to support the village structure and success. Grade level team meetings will review the scope and sequence for village time and review updates made to the Milestone Tracker. Village leaders will also receive observations during village time, coaching to maximize village instructional time and tools to cultivate strong relationships with the members of their village.

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 a parent satisfaction score as a 2.6 out of 3.0 at BELIEVE Circle City.

Athletics and Extracurriculars

Much like at BELIEVE Circle City High School in Indianapolis, BELIEVE STL Academy will offer a wide variety of athletics and extracurricular programming for students. At BELIEVE, we recognize the importance of providing students access to a wide variety of athletics and extracurricular programs. Below is a list of programs that BELIEVE STL Academy plans to launch with. However, student voice and engagement will help guide official offerings.

- Volleyball
- Basketball
- Soccer
- Track and Field
- Cross Country
- Anime Club

- Student Council
- National Honors Society
- Yearbook & Journalism Club
- Debate Club

Like most high schools, students and staff can launch other programs as long as they have at least two student participants and one staff member sponsor. Practices will take place after school during the sports designated season. BELIEVE's philosophy for sports and athletics is that they are a privilege. Students are students first. In order to adequately prepare students for life after high school, they must be prepared to balance and juggle competing activities, and priorities. High school is the perfect time for students to learn these skills. All teams will be required to offer study tables each week to ensure students are able to keep up with their grades and deadlines.

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.[84] 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

[84] BELIEVE Schools will use OpenSeat to provide students with Life Coaches: https://www.openseat.me/

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 8th 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 guidebook will be implemented at BELIEVE STL Academy. The guidebook can be found in Appendix A.4.4.

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 *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.*	
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.	● 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. ● Diagnostic, interim, curricula, portfolio and summative assessments

Tier 2 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.	● 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.
Tier 3 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.	● RTI Team Support (academic counselor, social worker, special educator, transition specialist, family) ● Research-based curricula ● IInstruction 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 assessments ● 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.

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 197, 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.[85] 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. We anticipate this being less than 10% of the population. BELIEVE firmly believes that language should not be a barrier for accessing

[85] BELIEVE SChools will contract out to Miriam School and Learning Center for services, such as Speech and Language and Occupational Therapy: https://www.miriamstl.org/

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 paperwork[86]. 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

[86] 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.

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.

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. BSTLA will implement the Gifted Resource Teacher (GRT) delivery system for gifted and talented services. This model will allow for all identified scholars to receive the targeted support without losing the ability to have the full range of course selection that other scholars have. This program will serve scholars from 9th-12th grade. BSTLA will employ a gifted and talented coordinator who will be responsible for the July

15th yearly submission of the DESE gifted program application form, timely submission of additional gifted program information, management of BSTLA's identification and selection process, creation of scholar Missouri Gifted Learner Outcomes (MO-GLOs), individual program goal and learner outcome plans for identified scholars.

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.

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:

<u>Goal 1:</u> Growth on the ACT suite of exams or the SAT suite of exams from beginning-of-year (BOY) test to end-of-year (EOY) test.
Growth will be measured by an "apples to apples" comparison—i.e., growth measures will be based on the average score for students who were enrolled at BSTLA for both the BOY and EOY test in a single academic year. A minimum of 80% of students who are enrolled for BOY testing should still be enrolled for EOY testing.

	9th Grade	10th Grade	11th Grade
Class of 2028	1.2 point (Pre ACT 8/9) OR 36 points (PSAT 8/9)	.5 points (Pre ACT 10) OR 24 points (PSAT 10)	.8 points (ACT) OR 32 points (SAT)
Class of 2029	1.3 points (Pre ACT 8/9) OR 38 points (PSAT 8/9)	.6 points (Pre ACT 10) OR 26 points (PSAT 10)	.9 points (ACT) OR 34 points (SAT)
Class of 2030	1.4 points (Pre ACT 8/9) OR 40 points (PSAT 8/9)	.7 points (Pre ACT 10) OR 28 points (PSAT 10)	1 point (ACT) OR 36 points (SAT)
Class of 2031	1.4 points (Pre ACT 8/9) OR 40 points (PSAT 8/9)	.7 points (Pre ACT 10) OR 28 points (PSAT 10)	1 point (ACT) OR 36 points (SAT)

Assessment Tool: The SAT and/or ACT suite of assessments

Rationale: Scholars must improve their SAT or ACT scores year over year in order to increase proficiency in English language arts and math.

<u>Goal 2:</u> % of BSTLA exceptional learners (students with IEPs) enrolled in an early college and career program by the start of their junior year.
Note: Leading indicators in 9th and 10th grade are cumulative GPA and % of exceptional learners enrolled in an early college and career program.

	9th Grade		10th Grade		11th Grade Exceptional Learners
	% of exceptional learners with a cumulative GPA of 2.5 or higher (EOY)	% of exceptional learners enrolled in an early college or career program	% of exceptional learners with a cumulative GPA of 2.25 or higher (EOY)	% of exceptional learners enrolled in an early college or career program by end of sophomore year	% of exceptional learners enrolled in an early college or career program by start of junior year
Class of 2028	35%	0%	30%	5%	25%
Class of 2029	35%	0%	30%	5%	25%
Class of 2030	40%	3%	35%	7%	30%

Class of 2031	40%	3%	35%	7%	30%

Assessment Tool: Will be measured and tracked via Student Information System and through our Dean of Early College and Career and Special Education Team. For enrollment in an early college or career program, we will provide a report with each scholar's name and the specific details of the course or program in which they are enrolled.

Rationale: To fully exercise our model, it's imperative that exceptional learners graduate high school able to be independent and contributing members of society.

<u>Goal 3:</u> % of BSTLA scholars enrolled in an early college or career program by the start of their senior year.
Note: Prior to 11th grade, cumulative GPA is the leading indicator of whether students are on track for enrollment in an early college or career program.

	9th Grade		10th Grade		11th Grade	12th Grade
	% of scholars with a cumulative GPA of 2.5 or higher (EOY)	% of scholars enrolled in an early college or career program by start of 4th Quarter	% of scholars with a cumulative GPA of 2.25 or higher (EOY)	% of scholars enrolled in an early college or career program by end of sophomore year	% of scholars enrolled in an early college or career program by start of junior year	% of scholars enrolled in an early college or career program by start of senior year
Class of 2028	55%	5%	50%	30%	45%	55%
Class of 2029	55%	5%	50%	30%	45%	55%
Class of 2030	60%	10%	55%	35%	50%	60%
Class of 2031	60%	10%	55%	35%	50%	60%

Assessment Tool: Will be measured and tracked via Student Information System and through our Dean of Early College and Career. For enrollment in an early college or career program, we will provide a report with each scholar's name and the specific details of the course or program in which they are enrolled.

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.

<u>Goal 4:</u> % of scholars who achieve a rating of Proficient and/or Advanced on Missouri EOC assessments for Algebra 1 and English 2.		
	9th Grade Algebra 1 Test	10th Grade English 2 Test
Class of 2028	20%	31%
Class of 2029	22%	33%
Class of 2030	24%	35%
Class of 2031	26%	37%

Assessment Tool: End of Course Assessments

Rationale: The state of Missouri assesses student proficiency based on high school end of course assessments. BELIEVE has set performance standards that are rigorous but realistic.

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 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 utilize similar structures. 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. Since our founding in 2020, we've had only one expulsion and less than 4% of our population has been suspended at BELIEVE Circle City High School. The Indiana state average for out-of-school suspensions is 5.4% while Indianapolis Public School District is 10.2% [87].

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.

[87] "Indianapolis Public Schools (5385)| Indiana." *Indianapolis Public Schools (5385)| Indiana*, https://inview.doe.in.gov/corporations/1053850000/school-environment. Accessed 10 May 2023.

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*	☐	☐	☐
	9-10.SE.5: *Able to show care for people like them and people different from them*	☐	☐	☐
	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*	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

Aptitude Awareness				
Date	Standard	Emerging	Approaching	Mastery
	9-10.M.1: *Seek and participate in challenging learning activities related to career goals*	☐	☐	☐
	9-10.LS.4: *Demonstrate how to conduct a job search utilizing current search engines*	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

Regulation				
Date	Standard	Emerging	Approaching	Mastery
	9-10.WE.1: *Demonstrate control over self while considering the future impact of choices*	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

Self Disicipline				
Date	Standard	Emerging	Approaching	Mastery
	9-10.WE.1: *Demonstrate control over self while considering the future impact of choices*	☐	☐	☐
	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*	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

Integrity				
Date	Standard	Emerging	Approaching	Mastery
	9-10.SE.1: *Develop awareness of personal safety skills and the consequences of irresponsible behavior*	☐	☐	☐
	9-10.WE.6: *Apply ethical decision making skills to establish and maintain responsible personal and professional relationships*	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

Attention to Detail				
Date	Standard	Emerging	Approaching	Mastery
	9-10.LS.9: *Complete activities and assignments thoroughly and accurately*	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

Intiative				
Date	Standard	Emerging	Approaching	Mastery
	9-10.WE.2: *Complete tasks or activities with minimal prompting and guidance*	☐	☐	☐
	9-10.WE.3: *Utilize self-efficacy to plan and achieve goals*	☐	☐	☐
	9-10.SE.2: *Come to class prepared to learn*	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

Adaptability				
Date	Standard	Emerging	Approaching	Mastery
	9-10.M.2: *Able to view feedback as data that helps the learning process*	☐	☐	☐
	9-10.M.3: *Demonstrate awareness of strengths and weaknesses while accepting constructive criticism from others to improve results*	☐	☐	☐
	9-10.WE.5: *Able to excercise flexibility in responding to change*	☐	☐	☐
		☐	☐	☐
		☐	☐	☐
		☐	☐	☐

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

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 and adopt 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.

The LUS system was designed to be a positive and empowering system that encourages students to grow and develop. Punitive systems do not incentivize or promote changed behavior or development. Students experience immediate changes and privileges to their environment and experience when they demonstrate positive behaviors and following our code of ethics.

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	• 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	• 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	• 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 *Period 5 Weeks* *All Freshmen and new to BELIEVE students start the year as a Believer in Training.* *Period: (Week 2- Week 7)*	• Cell Phone at Lunch & *Transitions*
Believer ***Agency:*** *Earn Employability Standards* ***Autonomy:*** *No More Than 6 Points in Current Period* ***Acceleration:*** *Not Failing any Classes and Completed All Diagnostic Testing* *Period: (Week 8 - Week 13)* *Week 8 Friday Level Up*	• **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
Associate Believer (Gray Lanyard) ***Agency:*** *Earn Employability Standards* ***Autonomy:*** *No More Than 5 Points in Current Period* ***Acceleration:*** *2.3 GPA* *Period: (Week 14 - Week 20)* *Week 14 Friday Level Up Day*	• **All above privileges** • Lunch in Lounge/Outside/Rotunda/Foyers • Gray Believe T-Shirt • Sony Headphones • First Friday (Food Truck & Jean Day w/Believe Gear)
Lead Believer (Black Lanyard) ***Agency:*** *Earn Employability Standards* ***Autonomy:*** *No More Than 4 Points in Current Period* ***Acceleration:*** *2.5 GPA* *Period: (Week 21 - Week 26)* *Week 21 Friday Level Up Day*	• **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
Executive Believer (Purple Layard) ***Agency:*** *Earn Employability Standards*	• **All above privileges** • Jeans w/ BELIEVE Top (Friday) • Open Campus (Lunch Only)

Autonomy: *No More Than 2 Points in Current Period* ***Acceleration:*** *(TBD)2.75 GPA & Enrolled in Dual Enrollment or Dual Certification Program* *Period: (Week 27 - Week 32)* *Week 27 Friday Level Up Day*	• Open Acceleration Block-Rotunda, Foyer, Gym • Grubhub/DoorDash/ClusterTruck/UberEats • Vacation Day (one Homework Pass per class given at the beginning of each quarter)
Senior Executive Believer in Training- Freshmen only and Transfer (Gold Lanyard) ***Agency:*** *Earn Employability Standards* ***Autonomy:*** *No Points* ***Acceleration:*** *TBD 3.0 GPA* *Period: (Week 33 - Week 38)* *Week 33 Friday Level Up* *End of 9th Grade First 5 Weeks of 10th Grade*	• **All above privileges** • Student Lounge or Other Flex Spaces During Independent Work Time • Open Campus **for Dual Enrollment students** • Senior Executive Outings (Top Golf, Dave & Busters etc) once per quarter • No Uniform (Friday)
Senior Executive Believer (Gold Lanyard) ***Agency:*** *Earn Employability Standards* ***Autonomy:*** *No Points* ***Acceleration:*** *TBD 3.0 GPA* *Period: (Week 33 - Week 38)* *Week 33 Friday Level Up* *End of 9th Grade First 5 Weeks of 10th Grade*	• **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 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. Some examples of these could be: when a student breaks their chromebook, they stay after school or during lunch with the operations team to fix devices, if a student disrespects the space or causes destruction to furniture, property, etc, the student may be required to stay after school or spend lunch with our custodial staff. These are just some examples of alternative ways to help students understand and learn from mistakes.

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 individual 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[88] and POSSIP,[89] 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

[88] BELIEVE Schools will use Kelvin as one tool to measure parent, student and staff satisfaction: https://kelvin.education/
[89] BELIEVE Schools will use POSSIP as one tool to measure parent, student and staff satisfaction: https://possip.com/

"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."[90] 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.[91] This is a virtual Life Coach that students meet with weekly to 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.[92] This allows staff to share feedback, requests, and concerns anonymously. Leadership team members review responses monthly. While the school does not receive monthly scores from teachers, they have the opportunity to leave direct feedback and request changes and improvements. Our quarterly planning day was derived from feedback in a POSSIP survey.

Parents & Guardians

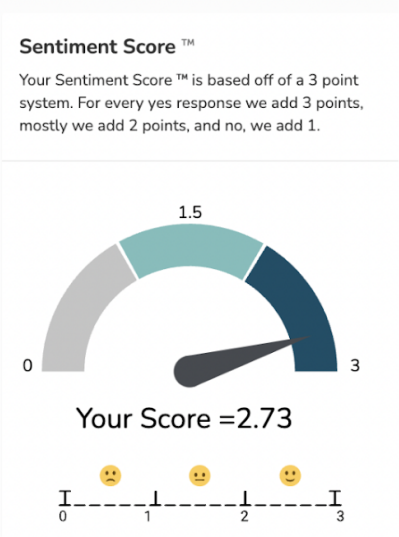
We BELIEVE that a students' success and future is made possible and responsible through

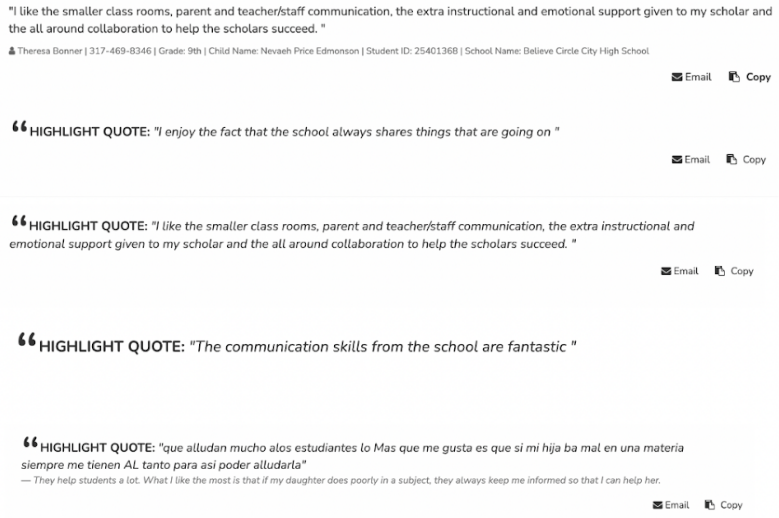
[90] The Importance of Feeling Safe and Connected at School." *KidsData*, 2021. *KidsData*, https://www.kidsdata.org/blog/?p=10021#:~:text=Students%20who%20feel%20safe%20at,an%20overall%20feeling%20of%20connection

[91] BELIEVE Schools will use OpenSeat to provide students with life coaches: https://www.openseat.me/

[92] BELIEVE Schools will use POSSIP as one tool to measure parent, student and staff satisfaction: https://possip.com/

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.[92] 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.





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. Quarterly equity checks will be performed by the School Leader and Director of Special Education to ensure that the Level Up system is proportionately supporting scholars with IEPs. This will include an in depth review of scholar behavior data (points). 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 training, 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. Additionally, BELIEVE STL Academy has a School Safety Plan. This plan is shared with staff at the beginning of summer PD and reviewed once during the school year. It's important for all team members to be well-versed on safety protocols and systems. The School Safety Plan can be found in Appendix A.8.2.

Suspension & Expulsion

At BELIEVE, suspensions are ultimately determined by the Principal and expulsion decisions are made by the Board of Directors. 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 Student and 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 160.263, 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 160.263, 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.[93]

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. A copy of the Employee and Staff Handbook can be found in Appendix A.8.4. 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)

[93] For more information on Nonviolent Crisis Intervention: https://www.crisisprevention.com/Our-Programs/Nonviolent-Crisis-Intervention-APS

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.

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.[94] BELIEVE STL Academy has shared the first draft of the charter with SLPS and hopes to establish a friendly partnership in which will positively support students and families within the community we all serve (See Appendix B.1.8). 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.[95] 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. All BSTLA board members have completed a background check as required. 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

[94] BELIEVE School's MCPSC application will be available at the school website: https://believeschools.org/
[95] For more information on National Association of Charter Authorizers' Quality Standards, which will be used to evaluate BELIEVE STLA https://qualitycharters.org/principles-and-standards/

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 160.010.

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.[96] 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.

[96] BELIEVE School's Board will adhere to the Missouri Sunshine Law: efaidnbmnnnibpcajpcglclefindmkaj/https://ago.mo.gov/docs/default-source/publications/missourisunshinelaw.pdf?sfvrsn=20

Upon approval and authorization by the Missouri State Board of Education, BELIEVE will act as a Local Education Agency (LEA).

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.1.6).

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 Charter Management Organization (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 in Spring 2023 with 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 to open in the Fall 2024 with 9th grade. BELIEVE STL Academy will follow a similar model and programming, though will 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.1.7. 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. The local St. Louis Board must monitor and track the guidelines of the agreement to ensure the BELIEVE STL Academy campus is following not only the local, state, and federal requirements but also requirements outlined in the MOU with the CMO.

Lastly, the local St. Louis board must review and monitor the MOU to oversee the CMO to ensure they are operating and providing services and activities as outlined in the MOU. Full details and terms are included in the MOU.

B.2 - Governing Board Composition

BELIEVE STL Academy will be governed by nine to eleven local 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 eight secured Board Members who have varying expertise, and are able to offer advice, direction, and guidance to the school's leadership and representative bodies. A ninth board member is currently onboarding. More information can be viewed below. 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. As required in RSMo 160.415.7.(5), the charter school legal council reports to the governing board.

Founding Board of Directors

Board member's resumes can be found in Appendix B.2.1. Conflict of Interest Disclosures are in Appendix B.1.5. All of these documents can be found for all members listed below except for Lily Chou Voellinger. She is still onboarding and completing paperwork, background checks, and more. She will be an official board member prior to DESE approval.

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. BELIEVE is continuing to identify

additional members who can add expertise, specifically legal and financial, to the makeup of the Board.

Name	Title	Relevant Experience	Board Specific Expertise
Jesse Dixon	Partner, The Opportunity Trust	• VP of Career Development • Education Consultant - SLPS • ED, SIUE St. Louis Center	• Development • Career Programming
Taijuana Wells	Licensed Counselor, Business Owner	• Licensed counselor and therapist • Business owner	• Human Resources • Health and Safety • Behavioral Health, Counseling, and Mental Health Services
Madeline Hantak	Program Coordinator, Member Engagement & Events- The Catholic Health Association of the US	• Events Manager • STL Native; attended Rosati-Kain HS	• Development • Event Management
Kacey Martin-Johnson	Corporate Senior EHS Manager for Curium Pharma	• Industrial Hygienist • STL Native • Corporate Senior EHS Manager	• Compliance • State Reporting • Medical, Pubic Health • Risk Management
Paris Woods	Board Chair, Author of Black Girls Guide to Freedom and Consultant	• Former Career Program Designer and Leader • Former School Leader	• Early College and Career • Academics
Hayley Chartier	Manager, Government Grants for TNTP, Inc,	• Manager, Government Grant • Assistant Principal • Special Education Director	• Special Student Populations • Compliance • Development
Jamila Boone	Owner, The Corner Street Food	• Business Owner • Oversaw Retail Sales for Nestle USA	• Operations • Sales & Recruitment
Tiara Jordan	Founder, ActivateSTL	• Former school leader and educator	• Academic • Student Special Programs

Lily Chou Voellinger - In Progress/onboarding	*Head of Business Operations and Compliance, CITCON*	• *Former Chief of Operations - The Opportunity Trust* • *Director, Product Strategy - FISERV* • *Director, Product Development - VISA*	• *Operations* • *Finance*

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.[97] 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. If both individuals are in support of the candidate having board membership, they will invite the candidate to a board meeting so they can experience a board meeting, ask questions, and learn more. If there is synergy then the candidate will then go in-front of the full board for vote at the following month's board meeting.

[97] BELIEVE Schools will use Board on Track to provide training to all board members: https://boardontrack.com/

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.

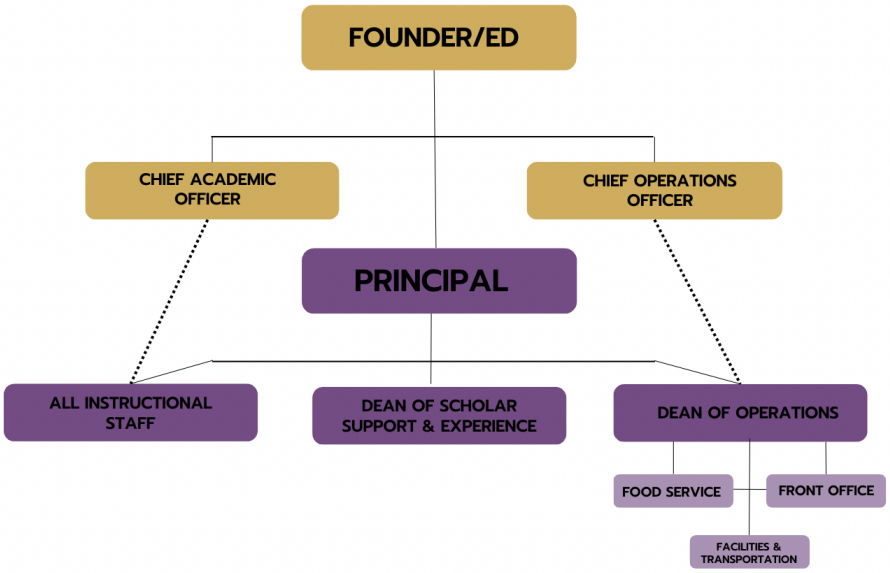
The table below breaks down team members' "Big Rocks" or their major responsibilities as part of their role. Descriptions of the organizational leadership/network team and school site leadership can be found below.

Charter Management Organization - Network Level		
Executive Director	**Chief Academic Officer**	**Chief COO Officer**
• Fundraising • Finance • Facilities • Operations • Public Relations + Community Engagement • Board Management • Compliance • Manage Principles • Growth & Expansion	• Manage Network-wide academic vision • Assessment • Data • Curriculum Development • Gradebooks & Grading Practices • Instructional Leadership Development • Oversees and monitors Teacher Support & Retention	• Marketing/Advertising/Digital • Compliance/State Reporting • Finance • Grants • Food Services Compliance • Growth • IT • HR • Transportation

School Based Leadership		
Principal	**Dean of Student Support & Experience**	**Dean of Operations**
• Professional Development • Coaching • Teacher Evaluations • Assessment Coordinator • Learning Walks • Academic Team • Data Meetings • Parent Engagement • Dean Coaching	• Culture System • Character Academy • SchoolRunner • Student Culture • BELIEVER Status system • Lead Arts Programming • Purpose Pathways • Communication Logs • Extra Curricular/Clubs	• Controller-Financial • Food Service and Records • Student Records • Attendance • Enrollment • Facilities • Scholar Trips • Transportation • Scheduling

• Talent • External partnerships • Staff Culture/ Accountability • Teacher Coaching	• Athletic Director • Village: Employability Tracker (Employ Indy)	

In Year 2, BELIEVE will hire a Dean of Early College and Career. The Dean of Early College and Career will support the Principal in supporting the early college and career programs, scheduling, and other postsecondary readiness initiatives. All of these activities will be in tandem with the Principal. 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 and below. An organizational chart can be viewed below. This org chart depicts the relationship between the Network Leadership Team and Local Leadership Team.



STAFF SALARY WORKSHEET		SALARIES 24-25 Year 1		25-26 Year 2		26-27 Year 3		27-28 Year 4		28-29 Year 5
Position	FTE Count	Budget	FTE Count	Projected	FTE Count	Budget	FTE Count	Budget	FTE Count	Budget
Administrators										
Principal	1	85,000	1	87,125	1	89,303	1	91,536	1	93,824
Benefits & Taxes		25,075		25,378		25,683		25,990		26,298
Deans	3	195,000	4	266,500	5	341,453	5	349,989	5	358,739
Benefits & Taxes		59,306		79,813		100,863		102,241		103,638
Certified Staff										
Core Teachers	6	288,000	12	590,400	17	857,310	21	1,085,506	21	1,112,643
Benefits & Taxes		93,985		189,994		273,113		342,662		348,330
SPED Teachers	1.5	87,750	2	119,925	4	245,846	5	314,991	5	322,865
Benefits & Taxes		27,903		37,410		74,854		94,663		96,051
ELL Teachers	0.5	24,000	1	49,200	1	50,430	2	103,382	2	105,966
Benefits & Taxes		8,762		16,788		17,073		33,628		34,194
Counseling										
Social Worker	1	60,000	1	61,500	1	63,038	2	129,227	2	132,458
Benefits & Taxes		19,288		19,574		19,865		39,224		39,797
Non-Certified Staff										
Operations	1	40,000	2	82,000	3	126,075	3	129,227	3	132,458
Benefits & Taxes		14,658		28,820		43,493		44,298		45,124
Food Server	1	26,492	2	54,308	2	55,665	2	85,585	2	87,725
Benefits & Taxes		11,530		22,547		23,065		29,775		30,336
Transportation	1	29,952	3	92,102	3	94,405	4	129,020	4	132,245
Benefits & Taxes		12,332		35,710		36,478		49,327		50,407
Paraprofessionals	1	38,500	3	118,388	3	121,347	4	165,841	4	169,987
Benefits & Taxes		14,310		41,664		42,446		57,299		58,389
Nurse	0.25	12,500	0.30	15,375	0.35	18,386	0.40	21,538	0.45	24,836
Benefits & Taxes		5,004		5,905		6,834		7,791		8,777
Other										
Stipends and Bonuses		64,864		112,223		149,986		188,801		193,330
Benefits & Taxes		16,031		26,461		34,292		41,974		42,016
Total Salaries		$ 939,557		$ 1,633,671		$ 2,194,859		$ 2,773,104		$ 2,842,240
Benefits & Taxes		303,180		524,159		691,225		861,080		874,579
Total Personnel Costs		$ 1,242,737		$ 2,157,830		$ 2,886,084		$ 3,634,184		$ 3,716,819

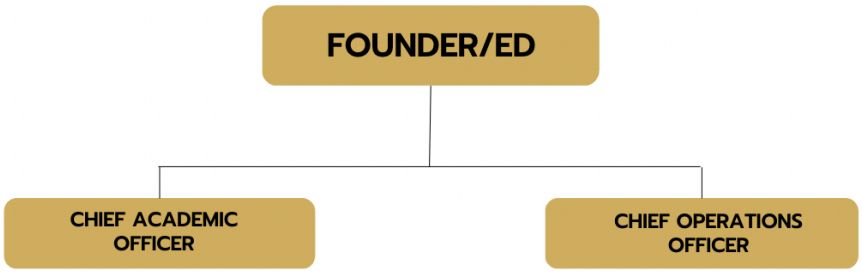
BELIEVE is intentional about hiring based on need and enrollment. We will not overhire in the case we do not meet enrollment. If we do meet requirements, then we will hire additional teachers and team members. The staffing schedule below provides adequate coverage for core content classes, village leader 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.

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.

The Network Team

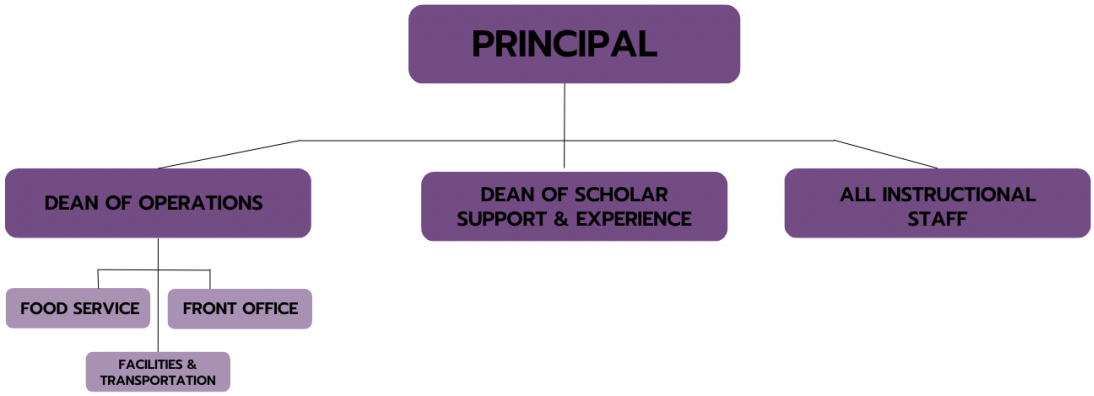
The Executive Director, Chief Academic Officer, and Chief Operations Officer are identified and will be supporting in the launch and development of the school. The ED leads a team

with both operational and administrative roles. On the operational side, the ED and the COO manage and coordinate external decisions (e.g., contracts and fundraising). On the administrative side, the ED and the CAO manage and coordinate internal decisions (e.g., academic program, faculty development).



The School Based Team

The School Based Team reports directly to the The Network Team as outlined in the MOU provided in Appendix B.1.7. The school based team is constructed of a Principal, who will work closely alongside the Executive Director. The Dean of Operations and Dean of Scholar Support and Experience report to the Principal. All instructional staff will report the Principal in year 1. The Dean of Operations will manage all operations team members and contracts: food service, janitorial, transportation, etc. The Dean of Scholar Support and Experience works alongside the Principal to ensure culture systems are followed and students have an enjoyable learning experience. The Dean of Scholar Support and Experience will also support teachers who are struggling with culture in their classrooms or interactions with students.



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.

STAFF SALARY WORKSHEET			SALARIES					
	24-25 Year 1		25-26 Year 2		26-27 Year 3		27-28 Year 4		28-29 Year 5	
Position	FTE Count	Budget	FTE Count	Projected	FTE Count	Budget	FTE Count	Budget	FTE Count	Budget
Administrators										
Principal	1	85,000	1	87,125	1	89,303	1	91,536	1	93,824
Benefits & Taxes		25,075		25,378		25,683		25,990		26,298
Deans	3	195,000	4	266,500	5	341,453	5	349,989	5	358,739
Benefits & Taxes		59,306		79,813		100,863		102,241		103,638
Certified Staff										
Core Teachers	6	288,000	12	590,400	17	857,310	21	1,085,506	21	1,112,643
Benefits & Taxes		93,985		189,994		273,113		342,662		348,330
SPED Teachers	1.5	87,750	2	119,925	4	245,846	5	314,991	5	322,865
Benefits & Taxes		27,903		37,410		74,854		94,663		96,051
ELL Teachers	0.5	24,000	1	49,200	1	50,430	2	103,382	2	105,966
Benefits & Taxes		8,762		16,788		17,073		33,628		34,194
Counseling										
Social Worker	1	60,000	1	61,500	1	63,038	2	129,227	2	132,458
Benefits & Taxes		19,288		19,574		19,865		39,224		39,797
Non-Certified Staff										
Operations	1	40,000	2	82,000	3	126,075	3	129,227	3	132,458
Benefits & Taxes		14,658		28,820		43,493		44,298		45,124
Food Server	1	26,492	2	54,308	2	55,665	2	85,585	2	87,725
Benefits & Taxes		11,530		22,547		23,065		29,775		30,336
Transportation	1	29,952	3	92,102	3	94,405	4	129,020	4	132,245
Benefits & Taxes		12,332		35,710		36,478		49,327		50,407
Paraprofessionals	1	38,500	3	118,388	3	121,347	4	165,841	4	169,987
Benefits & Taxes		14,310		41,664		42,446		57,299		58,389
Nurse	0.25	12,500	0.30	15,375	0.35	18,386	0.40	21,538	0.45	24,836
Benefits & Taxes		5,004		5,905		6,834		7,791		8,777
Other										
Stipends and Bonuses		64,864		112,223		149,986		188,801		193,330
Benefits & Taxes		16,031		26,461		34,292		41,974		42,016
Total Salaries		$ 939,557		$ 1,633,671		$ 2,194,859		$ 2,773,104		$ 2,842,240
Benefits & Taxes		303,180		524,159		691,225		861,080		874,579
Total Personnel Costs		$ 1,242,737		$ 2,157,830		$ 2,886,084		$ 3,634,184		$ 3,716,819

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 students in Year 1 and will grow to 425-450 at scale. Class sizes will be no larger than 20 in Year 1 and at scale, no larger than 25. In Year one, we will have at minimum (5) full time teachers hired 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 Student Support and Experience. By year three, we will have expanded Dean roles, hiring a Dean of Instruction to focus on these areas.

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 Student Support and Experience in Year 1 that will oversee and manage external partners who provide support services for students. The School Social Worker will also support this work.

Operations Staff

The Dean of Operations with support from the Chief Operations Officer will work with the Office Coordinator, who will be responsible for maintaining day-to-day operations. By Year 3, the operations team will grow by having multiple front office team members, bus drivers, and food service personnel. Those positions can be found in the budget staffing plan.

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 Three week orientation that covers onboarding, HR, BELIEVE programs and expectations, school safety, and school culture development.	Teacher/Staff Handbook	Summer Orientation	Principal & Dean of Operations
	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	Lesson Planning 101	Summer Orientation &	Principal and CAO

Focusing on student and teacher engagement, teacher strategies, and how to improve outcomes for students.		Ongoing PD	
	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.[98]

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	• 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	• 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

[98] Cook, Glenn. "Diverse Teachers Matter Recruiting and retaining teachers of color are essential to district equity efforts." *National School Boards Association*, 1 February 2021, https://www.nsba.org/ASBJ/2021/February/diverse-teachers-matter.

	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	● 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	● Makes content and lesson plans that are culturally relevant to students. ● Addresses and understands the various needs of students in the classroom. ● Sets and maintains high expectations for students and peers.
Classroom Management	● 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 St. Louis Academy 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. Lastly, we will post and advertise open positions in traditional formats to catch teachers or educators looking for something different. This includes posting on Linkedin and other various job boards and websites.

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. It's imperative that our staff represent our students. Therefore, the majority of our teachers must reflect the demographics of our students. During recruitment season, we will implement targeted efforts to support this.

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.

Salary and Benefits

BELIEVE will continue to provide competitive salary and benefits packages for all staff. Licensed BELIEVE STL teachers will start at $48,000. In order to be competitive with the current market and the organization's value in educators, our first-year salary for licensed teachers will exceed most neighboring schools.

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

Average Teacher Salaries - State of Missouri[99] ***indicates school in St. Louis City***	
Missouri Statewide Average	$32,970 *(Bachelor's Degree only)*
St. Louis City	$40,576
St. Louis Public School District*	$40,575 Entry Level $59,976 Average Teacher Salary 10 years+ *(pay scale Appendix B.4.2)*
KIPP St. Louis Public Schools*	$42,700 *($36,295 non certified)*

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

[99]Data sourced from https://missouri.teach.org/salary-benefits-missouri

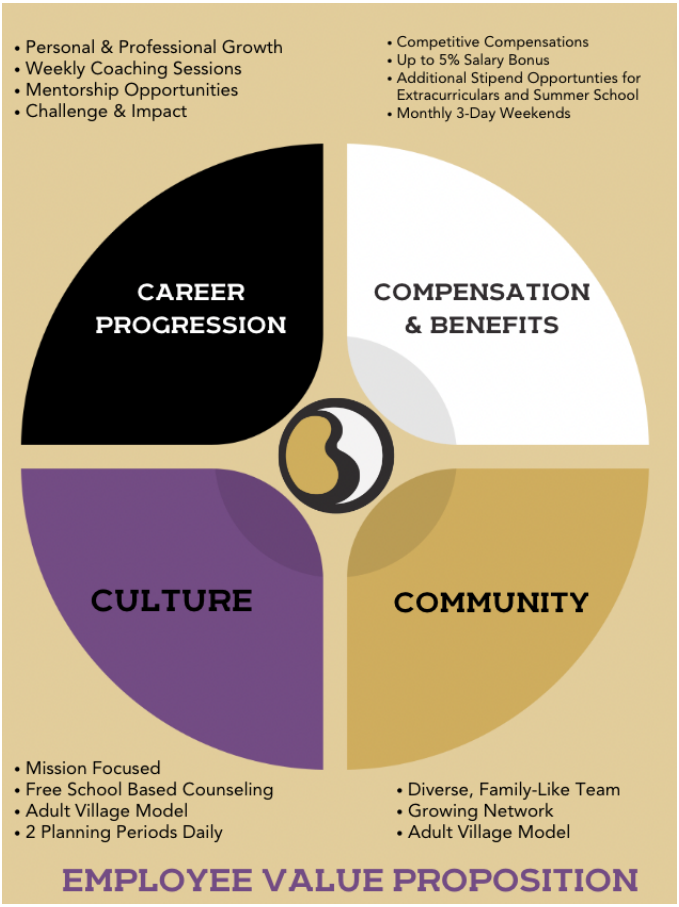
provided, is a screen capture of our Employee Value Proposition. This includes not only competivie salary and benefit details, but other supportive services and programs that BELIEVE offers to all staff members.

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.
- Compensation & Benefits: BELIEVE STL Academy aims to be competitive with starting teacher salaries. With that, all licensed teachers will start at $50,000 in their first year. This will allow us to pull the highest quality talent in the market. Additionally, BELIEVE STL Academy will participate in The Public School Retirement System of St. Louis.[100]

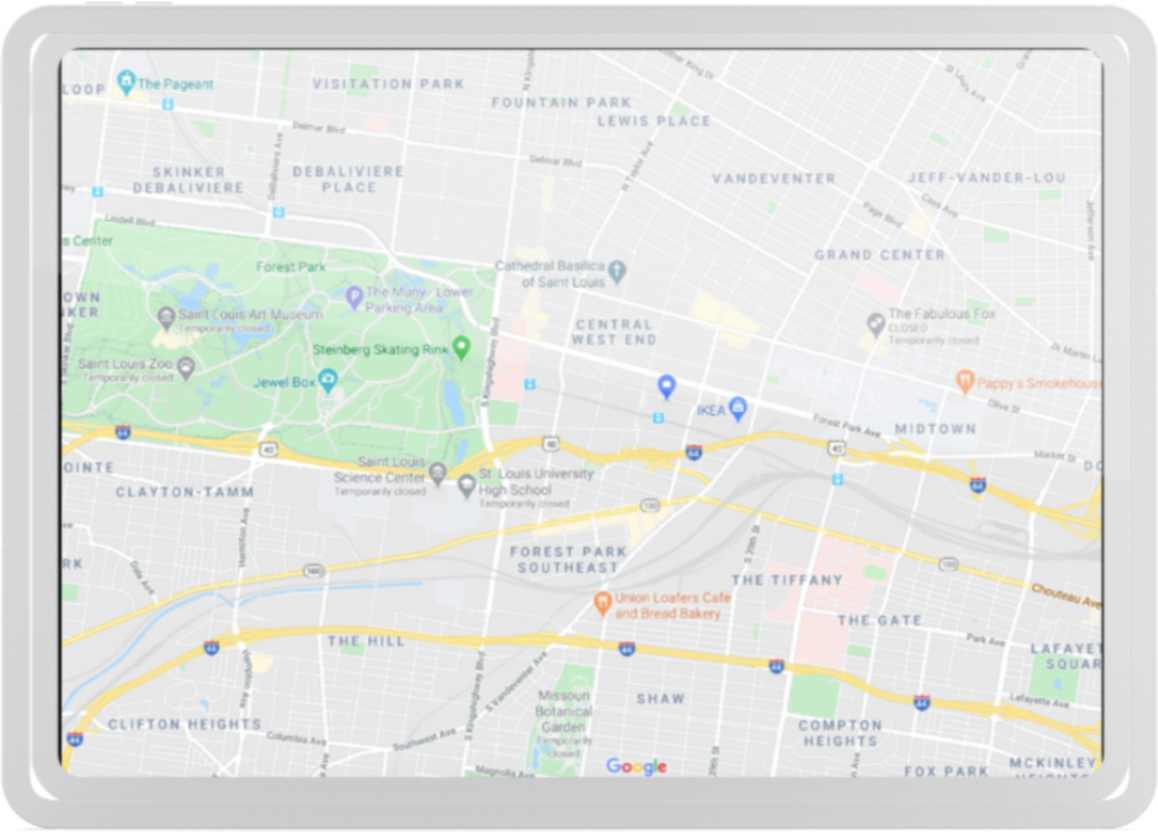
Staff buy-in and support is central to BELIEVE's mission and values. It's imperative that all staff members, at all levels, have a voice, and feel like their voice is heard and decision making is driven by their voice. Various policies, operational decisions, and governance directions are helped set and guided by all staff members. Quarterly, BELIEVE, conducts round tables to get deeper feedback from team members regarding various topics. These sessions help inform policies and procedures. If decisions are up to the Principal and local leadership team, changes can be immediately implemented. If feedback needs to be elevated to the network team, then the local leadership team will do so.

[100] For more information on the Public SChool Retirement System of St. Louis: http://www.psrsstl.org/


• Personal & Professional Growth
• Weekly Coaching Sessions
• Mentorship Opportunities
• Challenge & Impact
• Competitive Compensations
• Up to 5% Salary Bonus
• Additional Stipend Opportunties for Extracurriculars and Summer School
• Monthly 3-Day Weekends
CAREER PROGRESSION
COMPENSATION & BENEFITS
CULTURE
COMMUNITY
• Mission Focused
• Free School Based Counseling
• Adult Village Model
• 2 Planning Periods Daily
• Diverse, Family-Like Team
• Growing Network
• Adult Village Model
EMPLOYEE VALUE PROPOSITION

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 STL Academy will be a city-wide school meaning that we'll serve students from all across the city of St. Louis. We intend to be centrally located so we're easily accessible by all no matter their neighborhood of residence. There will not be preferences given to students based on their proximity to the campus. As long as they meet the legal requirement and live within St. Louis City, students can apply.



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 do know that all location options are centrally located so it can be easily accessible by all students and families. Transportation is top of mind as we've narrowed our site search. It's important that we are located nearby public transportation options and in safe positioning so buses can easily pick-up and drop-off students. BELIEVE STL Academy is partnering with First Student to provide yellow bus service. These expenses are included in the budget. We anticipate needing two yellow

buses daily. Cost projections are based on figures provided by David Chan of First Student. BELIEVE Circle City High School in Indianapolis currently works with First Student as well. Our goal is to encourage students and families who are closer in proximity to the school to utilize public transportation options. More information regarding transportation plans can be found in section C.4. Contracted Services.

The tables below outline public school options throughout our desired area; specifically looking at the high school options in the 63110, 63108, and 63112 zip codes. The first table below highlights the composite ACT scores for Metro High School, Gateway Science Academy, Collegiate School of Med, and KIPP ST. Louis High School. The second table outlines the EOC Assessment scores broken down by Basic, Proficient, and Advanced. This data was sourced from DESE. This data is imperative to the recruitment process for BELIEVE STL Academy. Having this data is a great resource to share with families as they navigate where to send their child for high school. Knowing how a school is performing in these areas directly impacts their childs' experience, education, and future.

2022 ACT Data					
School	**No of Grads**	**Average ACT Composite: 25.4**	**# of Grads at or above National Average**	**% of Grads who took the test and scored higher than the Nat. Avg**	**% of Grads Tested**
Metro High School[101]	103	79	77.45	99	25.4
Gateway Science Academy[101]	59	24	40.67	100	19.6
Collegiate School of Med[101]	69	48	70.58	98.6	22.5
KIPP STL[101]	76	11	15	94.7	16.3

2022 Proficiency Scores *(*no data available)*						
School	**English I**	**English II**	**Algebra I**	**Algebra II**	**Biology**	**Gov't**
Metro High School[102]	Not available on DESE	*% Basic 74.7% Pro 15.7% Adv	24.7% Basic 24.7% Pro 42.9% Adv	Not available on DESE	*% Basic 33.3% Pro 46.4% Adv	21.1% Basic 65.9% Pro *% Adv
Gateway Science Academy[102]	Not available on DESE	33.3% Basic 58.3% Pro *% Adv	29.2% Basic 20.8% Pro 38.9% Adv	*% Basic 29.2% Pro 54.2% Adv	43.5% Basic 17.4% Pro 10.9% Adv	45.8% Basic 49.4% Pro *% Adv

[101] ACT information for comparable high schools is provided by the Missouri DESE: https://apps.dese.mo.gov/MCDS/Reports/SSRS_Print.aspx?Reportid=fd1c9c83-9d34-4ee0-a9d2-948300d9e63b
[102] Graduation information for comparable high schools is provided by Missouri DESE: https://apps.dese.mo.gov/MCDS/Home.aspx

Collegiate School of Med[102]	*% Basic 44.6% Pro 48.7% Adv	*%Basic 71.0% Pro 17.8% Adv	*% Basic 32.8% Pro 46.9% Adv	38.9% Basic 38.9 %Pro * % Adv	*% Basic 30.7% Pro 46.7% Adv	32.5% Basic 56.3% Pro
KIPP STL[102]	Not available on DESE	42.0% Basic 34.1% Pro *% Adv	31.2% Basic 13.6% Pro 4.0% Adv	*% Basic *% Pro *% Adv	52.2% Basic 10.2% Pro 2.9% Adv	72.0% Basic 26.7% Pro *% Adv

Student Recruitment

BELIEVE St. Louis Academy 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%-100% 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 Founding Principal (in the early stages) and then transferred to the Dean of Operations.

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 100-1 9th grade students. Each year following, BELIEVE will grow by one grade level and enroll an additional 100 students. BELIEVE will be fully grown by year 4 with approximately 400-415 students. The chart below displays student projections *(conservatively)*:

BELIEVE Enrollment Projections						
Grade Level	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
9	100	100	100	100	100	100
10		125	125	125	125	125
11			100	100	100	100
12				80	80	80
Total	100	225	325	405	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. Families have "bought in" to our systems–culture, operations (transportation), and academics. They have proactive information regarding our school and know what to expect.
4. Data matters. BELIEVE surveys families, students, and staff frequently to ensure we are meeting the needs of those we serve.
5. 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. As explained, BELIEVE anticipates and will budget for a 20% loss year over year. However, our enrollment and recruitment team will work to backfill the potential loss of seats by following the targets listed below. BELIEVE intends to backfill the 25 missed seats through strategic recruitment efforts. However, BELIEVE will budget for the 20% loss.

BELIEVE Recruitment Targets						
Grade Level	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
9	`100	100	100	100	100	100
10		25	25	25	25	25
11			BELIEVE will not backfill at 11th and 12th grade. It does not allow us to uphold our model and programming.			
12						
Total	100	125	125	125	125	125

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, IEP or 504 information, 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 and supports as required. 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 all students within St. Louis City, so, should demand exceed available seats, our lottery policy gives preference to students that meet the preferences listed below. 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
- Students who leave the limits of St. Louis city cannot remain enrolled at BELIEVE, unless they are McKinney-Vento

If the number of applicants exceeds capacity, a lottery will be held. BELIEVE will hold the lottery on the second Friday of March, during session 4. If the number of applicants for the

exceeds capacity, BELIEVE will enroll students randomly, with preference for eligible new student given in the following order:

1. Children of faculty and staff
2. Siblings of students currently enrolled as of the lottery data
3. Students who qualify for free and reduced lunch

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. Additional seat capacity after the 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 SchoolMint's Recruit and Enroll software. Families can apply via mobile phone or computer. Families will be able to access this through the school's website and social media. The Front Office Manager and Dean of Operations will have access to the applications. 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 *(e.g., proof of residency, immunizations).*

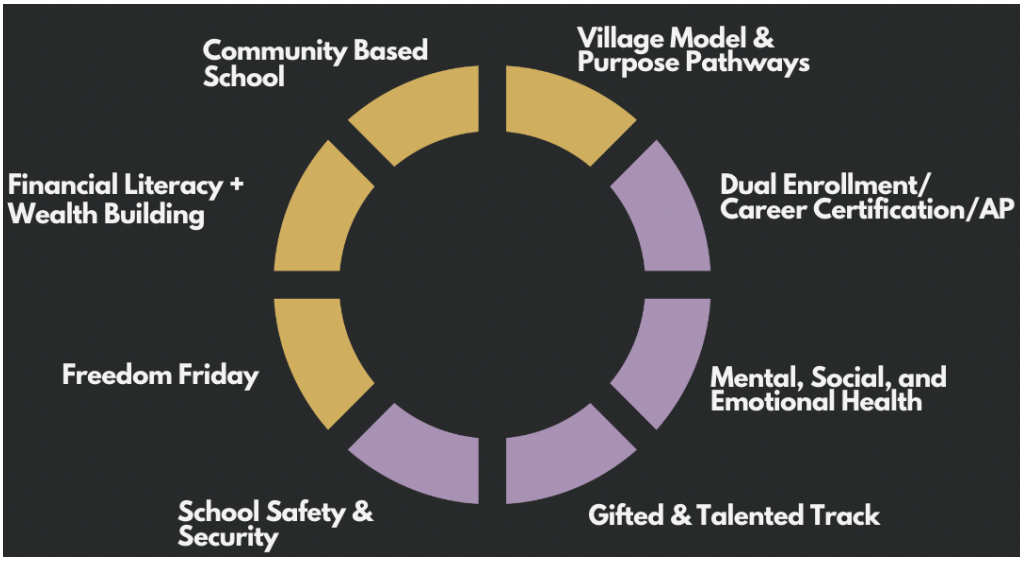
In order to prepare for special education students immediately, BELIEVE will request information about special education services on the enrollment form (not on the application). Within 2 days, BELIEVE will request student records from the receiving school (as required by RSMo 167.020.5) from any school 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 SchoolMint software to ensure there is a record in the case of any issues or concerns.

Community Demand

The BELIEVE STL Academy team is currently working with partner middle schools to engage with students, parents, and school leaders to establish need and interest within their school and neighborhood community. Over the past six months, BELIEVE STL Academy has engaged with students and families at Lafayette Prep Academy and Northside Community School. The goal of these lunch and learns was to capture insight to better inform our model and programming as we move into a new city. During these engagements, students suggested that they are interested in the following as they prepare for high school selection: small environment, safety and security, and a community based school. These areas of core pieces of our model and programming that we highlight when we're out in the community. The central components of our model that are depicted on enrollment flyers, presentations, and more can be viewed below.



During the sessions, students shared that selecting a high school can be daunting and difficult for their families for a variety of reasons. Students responded in the following ways when asked the question, "What are you looking for in a high school?"

- Something that my family can afford. Some of the options now are too expensive.
- Transportation: My family needs access to better transportation options. I can't always get to school
- A safe school. Some of the schools are too big. There are too many fights. I need a smaller environment.

As BELIEVE STL Academy continues to navigate the pre-opening process, the school leader and recruitment street team members will engage with the schools, school leaders, and families in a variety of formats. While our model is replicating, we want to adopt new systems, structures, and programs that meet the needs and wants of St. Louis City families and students.

The table below outlines likely feeder schools that we're working closely with:

School Name	21-22 Enrollment	FRL Eligible
Lafayette Prep Academy	6th-8th Grade: 115	Building-wide: 99
Northside Community School	6th-8th Grade: 105	Building-wide: 156
Momentum Academy, Eagle Tower Grove South	6th-8th Grade: 76	Building-wide: 241
Momentum Academy, Eagle Tower Grove East	6th-8th Grade: 47	Building-wide: 188
Momentum Academy, Eagle Gravois Park	6th-8th: 54	Building-wide: 192
Premier Charte School	6th-8th Grade: 311	Building-wide: 399

While this list does not include all St. Louis City middle school students, this gives an idea of where we have spent time thus far engaging with families, students, and/or school leaders. Over the next several months, this work will continue. Our team will continue to meet with school leaders, attend community events, and host lunch and learns with schools.

Recruitment Strategy

To design an inclusive, competitive, and equitable recruitment strategy, BELIEVE STL Academy will implement the same methodologies used in Indianapolis. BELIEVE STL Academy is an open enrollment, public charter school. Therefore, we are open to all kids and families who wish to participate in our model and programming. There are no requirements to apply or attend. However, we recognize that our model is rigorous and may not be the same experience as a traditional public high school. With this, it's important that we are clear, transparent, and realistic with parents and students about their child's experience at BELIEVE STL Academy. Being so, we approach recruitment in the following ways:

- Academic Performance: No matter a childs' proficiency levels, BELIEVE STL Academy wants to help ensure the child is at or exceeding grade level norms, and is accelerating their learning opportunities. We provide individualized support and double block ELA and math for students who might be behind grade level. While providing areas to accelerate immediately for students who are ready for the challenge.
- College and Career Readiness: Students and families have access to free early and college programs that will help them be better prepared for life after high school. Students will learn agency, autonomy, and how to accelerate their learning by having freedoms and opportunities that more affluent district schools have.
- Parochial, Magnet, and Private School Alternatives: Our model is similar to what a student experiences at a parochial, magnet, or private school. We provide enriching programs, individualized supports, and self-directed learning models, 1:1 chromebooks, etc. Our environment provides for small class sizes thus creating more one-on-one support for the child and a safer environment.

Recruitment Initiatives

BELIEVE Circle City utilized a variety of additional recruitment strategies to build brand and community awareness, collect family data, and enroll students. Recruitment schedule can be found in the pre-opening plan in Section D. 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 Based Events*: BELIEVE will continue to attend events in the community that already have a large following or attendance numbers. BELIEVE STL Academy attended the BLACK Family Reunion this summer and plans to attend others like the Pride Festival.

- *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.
- School Tours: BELIEVE STL Academy will work with families and students to host tours so families and students can see the school and get a sense of what the school will look and feel like.
- Gas Gift Cards for Families: Families that help recruit and enroll students will be eligible for gas gift cards. This program will be shared with families early on who might know other potential families who are interested in enrolling.
- Visiting Local Sporting Events, after school programs: We are working with City League and will be attending some of their spring and fall events to engage with families and prospective students.[103]
- Visiting Local Churches: Partner and visit local churches and community centers to engage and interface with families and parents.
- Tabling outside of stores: Work with local organizations with high foot traffic to table and meet with families.
- Attending Farmer's Markets or other community events: Canvas at existing events that have a high volume of parents and students.
- Canvassing and door knocking: Target neighborhoods with middle school students to promote BELIEVE STL Academy.
- Yard Signs: Distribute yard signs to partners, local businesses, and families as they enroll.

In addition to all of these internal efforts, BELIEVE STL Academy is in partnership with Vector Communications through Founder and Owner, Laurna Godwin.[104] Godwin's team will help compile a street team of promoters for BELIEVE and help guide additional recruitment and community engagement efforts. A proposal of work between BELIEVE Schools and Vector Communications is in Appendix B.6.2.

[103] BELIEVE Schools will partner with City League to support extracurricular programming: https://stlcityleague.com/
[104] BELIEVE Schools will partner with Vector Communications for recruitment / community engagement support: https://vectorstl.com/

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

Over the past several months, the BELIEVE team has been in the community meeting with potential partners and stakeholders to continue developing and building the programming infrastructure in St. Louis City. More detailed program partners can be found in Section B.6: College and Career Partners. The list below outlines some of the work the BELIEVE team has done already to build relationships, connections, and solidify programming for STL students.

Community Engagement & Meetings Log		
Organization Name	Contact Name	Date
Missouri Public Charter School Association	Doug Thaman	12/2022
Nia Education Group	Ian Buchanan	12/2022
Hawthorne School	Daphne Robinson	03/2023
Energy Converters	Charles Cole	02/2023
XQ Institute	Jeanie Lee	01/2023
Highland Project	Cohort Project	01/2023
Charter School Growth Fund	Soenda Howell	01/2023
Harris Stowe (HSSU)	Stewart, Triggs, Maloney	02/2023
Leader in Me	Phil Cunningham	01/2023
Bloomberg Philanthropies	Jenny K, Jasmine, Joe	02/2023
Bloomberg Philanthropies	Jenny Kane	02/2023
Open Seat	Various	12/2022
Base HQ	Paige Wigginton	12/2022
Kairos Academies	Jaz Holley	01/2023
Soulard School	Sarah Cristman	02/2023
STL Bridge 2 Hope	Kae Barnett	01/2023
Skip Design Ed	Ellen	01/2023
Healthcare	Mollie Rater	12/2022
Social Worker; Regional Arts Council	Tremont Davis	12/2022
Former Educator, Now in EdTech	Angela Duckworth	11/2022
Local STL Artist and Account Executive at UDemy	Caroline Killeen	11/2022
Nurse	Abigail Johnson	11/2022

Barnes Jewish Hospital	Maria Grimaud	11/2022
Business Sector and Parent Advocate	Allison Hermann	11/2022
Local STL Artist	Margaret Carosello	11/2022
CPG Sales Representative	Madelyn Michel	11/2022
Anesthesiologist	Choendal Zassaretti	11/2022
Catalyst Fellow -	Courtney Moulder	11/2022
Healthcare	Dan Rater	11/2022
Activate STL	Tiara Jordan	03/2023
Next Prep	Riley Foster/Jesse Dixon	02/2023
Guardian Angel Settlement Association	Jaelyn Bouie	02/2023
Let's Build Hope	Linda Haley	02/2023
Let's Build Hope	Dawn Miller	02/2023
Navigate STL	Rachel Nevels	03/2023
STL Black Authors	Julius Anthony	02/2023
Andy's Seasoning	Larry Lee	03/2023
KIPP Board Chair	June Fowler	03/2023
Momentum South Campus	Miranda Ming	03/2023
President Information Technology Senior Management Form	Johanna Jones, Kathy Butler	05/2023
Head of Park Central Development	Abdullah-Kaba	03/2023
Head of Urban League	Michael McMillian	03/2023
Principal	Jonathan Strong	03/2023
Author of Black Girls Guide to Freedom and Consultant	Paris Woods	03/2023
Worldwide Technologies	Kim Steward	*05/2023*
Dean of Business School at Harris- Stowe	Stacy Hollins	*04/2023*
Owner - Vector Communications	Laurna Godwin	*04/2023*
President - Rung for Women	Leslie Gill	*04/2023*
STL RBC	Kathy Osborn	*05/2023*
Mike Holmes	Urban League STL	*05/2023*
STLCC President	Dr. Jeff Pittman	*06/2023*
Clark Fox Family Foundation	Maxine Clark	*05/2023*
MiTek	Rachel Seward	*04/2023*
STL Works	Art McCoy	*04/2023*
STLCC	Kim Mueller, Ellen Wottrich, and Erica	*04/2023*

	Malone	
Barnes Jewish College	Terri Morris, Jennifer Irvin	*04/2023*
Access Point	Kelly Metcalf, Amy Guenther, and Karen Dupske	*04/2023*
Executive Director | PRiME Center	Esmeralda Aharon	*04/2023*
SLU Medical	Erica Austin	*04/2023*
Missouri Public Charter School Association	Morff	*04/2023*
City Garden School	David Blank	*04/2023*
KIPP Inspire Academy	J. Pachak	*04/2023*
UMSL	Bridge Program	*04/2023*
St. Louis City Fund/Level Field	Jimmy Henderson	*04/2023*
BlueHub Capital	Kathryn McHugh, Johvanna Sampson	*04/2023*
Former Sup for SLPS *(Now w/ Harris-Stowe)*	Dr. Kelvin Adams	*05/2023*
Charter School Growth Fund - Growth & Expansion	Darryl Cobb	*04/2023*
Leader in Me	Bill Cunningham	*04/2023*
UNCF	Sekou Biddle	*04/2023*
New School Venture Fund - School Funding Growth & Expansion	Valerie Braimah	*04/2023*
City Garden Schools	Christie Huck	*03/2023*
STL Internships - Boys and Girls Club	Shanise	*03/2023*
KWAME	Tiffanie Toles	*05/2023*
Krystal Barnett	Bridge 2 Hope	*05/2023*

Lastly, BELIEVE STL Academy has secured over 450+ signatures via change.org.[105] This encompasses employers of BELIEVE, prospective families, employees, and students, and other community organizations who support the launch of BELIEVE STL Academy.

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

[105] Signatures of support for BELIEVE STLA charter application can be found here: https://www.change.org/p/approve-believe-stl-academy-s-charter-application-for-st-louis-mo?recruiter=1302672336&recruited_by_id=819bd341-ca79-11ed-866b-476a9e11fb89&utm_source=share_petition&utm_medium=copylink&utm_campaign=petition_dashboard

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.[106] These meetings are central to our model to ensure that the family, student, teachers, and school are aligned on the students' pathway to life post-high school.

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. Year over year, BELIEVE Circle City High School has maintained a minimum of a 2.69/3.00 satisfaction rating. Our leadership teams review this data monthly to ensure needs and expectations of parents' are being met.

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**
• Weekly Grade Reports • Discipline Logs • Tracks Communications	• Remind • Phone Calls	• Website • Social Media

SIS/SchoolRunner

The channel serves at 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.

[106]BELIEVE Schools will use Formstack to collect parent feedback: https://www.formstack.com/

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. Physical copies of the documents are always readily available in the front office for convenience of families, students, and staff members.

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.

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. Partnerships in progress to support this block:

- Next Gen Personal Finance
- COCA Arts Learning
- Chassjoy Fitness

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. Curriculum and partnerships in place:

- nXu POP
- Next Prep
- Energy Convertors

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. Partnerships in progress to support this block:

- St. Louis University
- St. Louis Community College
- Harris-Stowe State University
- Next Prep

BELIEVE works with external partners heavily on Freedom Fridays. We partner with

organizations and experts in said fields to help run the programming. Alongside the external partner, a BELIEVE staff member remains present to ensure compliance for appropriate supervision. 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. Letters of Support can be viewed in Appendix B.6.1.

In addition to Freedom Fridays, BELIEVE offers club and extracurriculars (outside of athletics and sports) one day a week during 8th period. 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 have received support from, currently in partnership conversations, and/or conducting outreach to explore partnership opportunities. Partners with a solidified partnership are (*) and have a Letter of Support included in Appendix B.6.1.

Partner Name	Pathway Details	Current Program Standing
St. Louis University*	Education; Bachelor's Degree; Health Science Focused Students	Various partnership opportunities are available upon approval through various colleges. LOS is included in Appendix B.6.1.
St. Louis Community College*	Core42, Associate's Degree, Career Certifications, Career Programs	Meeting on April 27th, 2023 to discuss potential partnership programs regarding dual enrollment. MOU not available at this time. However, STLCC will work with BELIEVE STL Academy to develop early college and career opportunities. LOS is included in Appendix B.6.1.
RBC: Regional Business Council*	Career Pathways	Various partnership opportunities are available upon approval. LOS can be found in Appendix B.6.1.
SIU	Pre-Med; Health Science Focused Students	SIU currently hosts BCCHS students each spring for college tours and visits regarding medical programs. This partnership will be available for BELIEVE STL Academy students. Conversations

		about expanded programming are happening.
Harris-Stowe	Core42, Facilities Support, Education Pipeline	Meeting on 3/10/2023, 4/17/2023, 5/02/2023 to discuss dual enrollment programming between the two entities. Harris-Stowe has agreed to work with BSTLA to offer dual enrollment courses (as they currently do with other area HS). An MOU with Harris-Stowe is in Appendix B.6.3.
UNCF*	Early Career and other student programs	For early career partnerships and programming for students. LOS is included in Appendix B.6.1.
STL Works	Student Programs	Establish partnership to support students and families. LOS is included in Appendix B.6.1.
Goldfarb*	Higher Ed Partner: Nursing	Meeting on 4/26 with Terri Morris who agreed to partner and support the model of BELIEVE STL Academy. Creation of a pipeline that will allow scholars to complete the required 54 credit hours needed for direct admission into Goldfarb's Upper Division BSN program. LOS included in Appendix B.6.1.
NextPrep*	Early College and Career Partner	Partnership to create early exposure to college and career programs through various partners. LOS is included in Appendix B.6.1.
BJC*	Early Career Partner	Meeting with Jennifer Irvin, assistant to the President, of BJC, who has agreed to support and partner BELIEVE STL Academy. Participation in BJC's existing career certification, career exposure, and clinical experience opportunities. A LOS can be found in Appendix B.6.1.
STL Internship Program*	Career Partner	Partnering with STL Internship Programs to provide internship opportunities for students. LOS is included in Appendix B.6.1.
NPower	Partnered with STLCC; free technical programming and development	Working to build a partnership through STLCC.
Building Union Diversity Program	Construction Apprenticeship Program	Working to build a partnership through STLCC.
Andy's Seasoning*	Early Career Programs/Internship Opportunities	Working to build a partnership. LOS is included in Appendix B.6.1.

Partner Program Details

BELIEVE STL Academy has secured letters of support from various organizations in the city. A breakdown of proposed partnership plans can be found below.

Goldfarb: Through the Goldfarb School of Nursing partnership, BELIEVE will provide early

college programming targeted toward meeting Goldfarb's 54 credit hour admissions requirement before BELIEVE scholars graduate from high school. This will allow BELIEVE scholars to gain direct admission to Goldfarb's Upper Division BSN program. Goldfarb will provide their Near Peer Mentorship program to enrolled scholars in which they will be able to access academic advising, mentorship, and career development.

Goldfarb School of Nursing Upper Division Admissions Requirements					
Goldfarb Requirement	**Credit Hours**	**CORE 42 Course Alignment**	**Goldfarb Requirement**	**Credit Hours**	**CORE 42 Course Alignment**
Anatomy and Physiology I	4	MOTR LIFS 150 LAP	English Composition I	3	MOTR ENGL 100
Anatomy and Physiology II	4	**	English Composition II	3	MOTR ENGL 200
Microbiology with lab	4	**	Speech	3	MOTR COMM 110
Precalculus Algebra	4	MOTR MATH 130	Ethics	3	MOTR PHIL 102
General Psychology	3	MOTR PSYC 100	Nutrition	3	MOTR LIFS 100N
Human Growth and Development	3	MOTR PSYC 200	Sociology	3	MOTR SOCI 101
Statistics	4	MOTR MATH 110	History Elective*	3	MOTR POSC 101*
Science Elective*	4	MOTR BIOL 100L*	1 General Elective	3	*
1 Social Science Elective	3	*	1 Humanities Elective	3	*
* Based on scholar interest **Non-Core 42 aligned					

BJC Healthcare: Through the BJC Healthcare partnership, BELIEVE students will participate in BJC's Workforce Development Training Program. This opportunity allows students to access BJC's renowned Workforce Development Training Program that offers students the opportunity to earn valuable clinical experience, career development, guaranteed career placement, and tuition reimbursement opportunities. A few of their programs relevant to BSTLA programming and focus are outlined below:

BJC Healthcare Workforce Development Training Programs		
Certification Program	**Job Responsibilities**	**Funding Structure**
Central Sterile Processing Technician (CSPT)	Cleaning, decontaminating, sterilizing, and distributing medical and surgical instrumentation	Qualified individuals selected for the program will be hired as a Central Services Technicians. The starting wage is $16.00 per hour.
Medical Assistant	Take medical histories, record vital	Qualified individuals selected for the

	signs of patients, and complete administrative and clinical tasks	program will be hired as a Central Services Technicians. The starting wage is $17.00 per hour.
Patient Care Technician (PCT)	Implements direct patient care under the supervision of the nurse, promoting patient and family centered care in a healing environment	Qualified individuals selected for the program will be hired as a Central Services Technicians. The starting wage is $16.00 per hour.

This partnership will be a major vehicle towards scholars being able to earn high wage, high demand career certifications and find job placement after high school graduation.

St. Louis Community College:

St. Louis Community College provides several avenues of programming that BELIEVE scholars will be able to take part in through our partnership. A letter of support is included in Appendix B.6.1.

St. Louis Community College Enrollment Partnerships			
Program Title	**Approximate Cost**	**Program Description**	**Eligibility**
Dual Credit	$25.00 per credit hour Jumpstart Scholarship available	-scholars take classes by high school teachers -instructors must apply to teach and meet faculty qualifications	-must have qualifying GPA (sophomores 3.0 and juniors/seniors 2.5) -must meet all individual course prerequisites -must be approved by high school and parent
Dual Enrollment	$72.50 per credit hour	-scholars take classes taught by STLCC instructors -scholars to take 1-6 classes per semester -classes taught at STLCC campuses/online	-must have qualifying GPA (above 2.0) -freshmen can participate if approved through Underage Student Approval process -must meet all individual course prerequisites
Make It Count	$72.50 per credit hour $870.00-$1,305.00 per scholar	-fully immersive, 1-semester college program for second-semester high school seniors -scholars earn 12-18 college credits -emphasis on CORE42/Gen Ed classes	-second-semester high school seniors -2.0 GPA -must meet all individual course prerequisites -Not graduating early -completed high school graduation requirements by the end of fall semester
Early College	$72.50 per credit hour $1,087.00 per scholar per semester $4,350.00 per	-scholars take classes taught by STLCC instructors -scholars usually take 15 credit hours per semester -scholars complete a full associate	-sophomore, juniors, and seniors with 2.0 GPA or higher -must meet all individual course prerequisites

	scholar for 2 year associate's degree	degree in the same semester as high school graduation (60 total credit hours)	
Special Cohort	$72.50 per credit hour	-custom built dual enrollment course -class taught by STLCC faculty -can be offered at STLCC or offered at school site with minimum ~10 enrollment	-must have qualifying GPA (above 2.0) -must meet all individual course prerequisites
Embark	$217.50-$1,160	-5 course dual enrollment program focused on preparing high school scholars to earn a Life Science Lab Assistant (LSLA) certificate -scholars who graduate from the program are prepared for work in bioscience laboratories	-sophomore, juniors, and seniors with 2.0 GPA or higher -must meet all individual course prerequisites
Nursing Scholars	$0-$1,812.50	-7 course dual enrollment program focused on preparing high school students to enter the Nursing Associate in Applied Science program -scholars who successfully complete the program will receive guided scholar support to make a seamless transition into the nursing program	-juniors and seniors -cumulative 2.6 GPA or higher -must meet all individual course prerequisites
Community Health Worker	$0.00 for selected scholars	-non-credit training program prepares individuals to become trusted community members who help other individuals and communities adopt healthy behaviors -scholars are eligible for the Community Health Worker Credential through the Missouri Credentialing Board	-demonstrate academic and career readiness -demonstrate passion for community health work -intend to work as a CHW in Missouri

Harris-Stowe: While Harris-Stowe <> BELIEVE relationship is still building. Harris-Stowe has submitted a letter of support outlining their desire to partner and create opportunities for students to learn and thrive in ST. Louis. Conversations with Harris-Stowe have been broad and diverse in terms of programming and opportunities. An MOU is included in Appendix B.6.3. The following avenues are currently being explored, considered, and planned with the Harris-Stowe team:

1. BELIEVE will partner with Harris-Stowe for dual enrollment programming. Students at BELIEVE will attend classes at Harris-Stowe in order to earn their associates degree. Harris-Stowe currently has this programming in place with other schools. However, the BELIEVE partnership will be more robust and include a larger quantity of students.
2. There have been early conversations of the potential of shared facility space. These are preliminary conversations and still being discussed amongst both organizations at this time.

Next Prep: Through the Next Prep partnership, BELIEVE and Next Prep will join forces to exercise and implement the shared vision and goals of both organizations to ensure students in St. Louis City are prepared for high school and postsecondary success. The programming will focus on a lot of the same work BELIEVE is already doing in Indianapolis, but will now partner with an existing organization in St. Louis who already has some of the foundational relationships that BELIEVE needs to launch and implement programming from day 1. As part of the Next Prep program, students will be exposed to the following activities and programs:

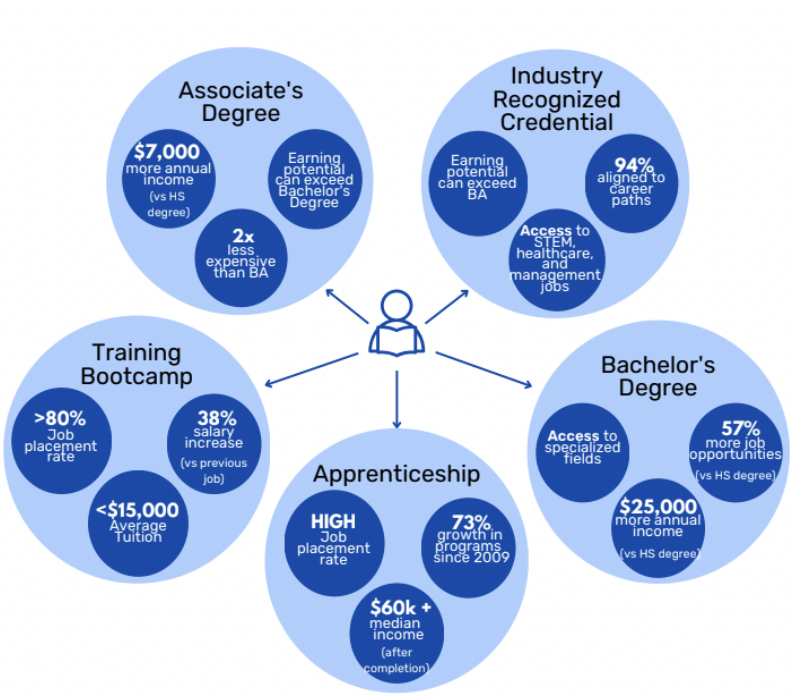
1. Self Discovery
    a. Students explore their strengths, interests, and activators through a series of self-assessments and structured reflections.
    b. Students discover how their unique combinations of interests and talents could translate into meaningful careers and/or college majors.
2. Career Exploration
    a. Over the course of two years, students engage with an interactive curriculum and career coach to explore various pathways aligned to their unique interests and strengths.
    b. Students pursue paid internships, certifications, and college credits aligned to their chosen career pathway or major.
3. Professional Skills
    a. Students complete a practice-based workplace skills program, preparing them to excel in their future academic and career-related pathways.
    b. Skills pertain to personal work habits, working collaboratively, and self-presentation.
4. Work-Based Learning
    a. Students get paid internship and job-shadowing experience to add to their resumes and prepare for future employment.
    b. Students connect with experts in their fields of interest, allowing them to build a network to help them to advance their professional interests after high school.

With all of these activities, there are targeted and tangible objectives that all students will walk away with.

Year 1 Objectives	Year 2 Objectives	Year 3 & 4 Objectives
● Determine purpose by analyzing strengths, interests, and activators. ● Select 2-3 career pathways aligned to purpose to explore	● Narrow focus to 1-2 career pathways to further explore through internships and specialized academic coursework. ● Demonstrate	● Earn academic credit or certification towards chosen postsecondary pathways. ● Engage in internships and/or job shadowing. ● Create a clearly defined

deeply in Year 2. ● Understand the spectrum of postsecondary options.	proficiency in professional skills. ● Build resumes, portfolios, and LinkedIn profiles.	roadmap for post-high school. ● Continue building Professional network.

It's central to BELIEVE's model that all students no matter their interests, passions, and skills leave high school with a plan to be financially and purposefully independent. These programs and objectives will prepare students for life post-high school equipping them with the skills, knowledge, and experiences necessary for adulthood. The infographic below depicts just some of the outcomes that students and families can expect after completing a program with BELIEVE <> Next Prep.



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[107] and Joule Growth Partners[108] to craft the 5-year projections. Afton and Joule 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. 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 students in Year 1, and an additional 100 students in each class thereafter. The budget maintains an average reserve fund of 28% per annum (minimum 9% in Year 1, maximum 52% in Year 5).

Revenues

State aid has been conservatively projected using the "DESE Basic Formula Projection Tool" for charters, which shows funding of $11,677 per FWADA (including classroom trust fund dollars for Year 2-5 and before our 1.5% sponsor fee per RSMo160.400.11). BELIEVE projects to serve a small population of Latinx and English Language Learners (3%) based on our recruitment targeting and location. We have included special education staffing and outsourced services in our budget model to serve the projected 12% of students who will be eligible for special education services. Beginning Year 2, projections include revenues from Proposition C funding at $900 per prior year WADA. The budget includes anticipated per pupil funding and confirmed private funding amounts.

[107]BELIEVE Schools will partner with Afton for financial services: https://www.aftonfinancialgroup.com/
[108] BELIEVE Schools will partner with Joule Growth Partners Partners Partners Partners Partners Partners Partners for financial services: https://www.joulegrowth.com/

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,Title II, and Title III were obtained from the Missouri Charter Public School Commission. The National School Lunch Program and School Breakfast Program were calculated on the most recent reimbursement rates. BELIEVE also budgeted for a relatively small amount of Medicaid billing reimbursements ($10-30k) based on other schools in the area and McKinney Vento (Homeless students) funding ($25k).

Grants have only been included if the funding is secured. Grant revenues in the current budget are $150,000 per year from the NewsSchools Venture fund (3 years) and $200k in the planning year; $125,000 per year from Charter School Growth Fund (2 years) and $150k in the planning year; and $600,000 from the Opportunity Trust in year 1, for a total of $1,300,000 from years 1-3.

BELIEVE STL Academy is working with St. Louis Fund, through LevelFied, and BlueHub Capital in Boston, Massachusetts, to secure funding for a facility. More information regarding these engagements can be found in Section C.3: Facility. A letter of support from BlueHub can also be found in Appendix B.6.1. Through both of these partnerships, BELIEVE will be situated to purchase, lease, and/or renovate the desired location while not overextending the budget on facilities expenses.

BELIEVE STL Academy submitted a Letter of Intent to Apply and submitted a grant application formally on July 7th, 2023 for the CSP Developer Replication Grant. The total grant award is up to $2M. These funds will help the school significantly in the planning and first 1-3 years of operation and while funding trails off in years 4-5, so do eligible start-up type expenses as the school becomes stable off public dollars. Determinations by the federal government will be made in October 2023.

Expenses

Personnel

To recruit exceptional faculty, BELIEVE offers leading opportunities for professional growth and compensation. Our average starting salary for teachers will be approximately $55,000.00 and no new instructional faculty member earns less than $43,500 per year. Health and dental benefit premiums have been modeled at $5,844/staff/member. Salaries increases of 2.50% annually have been modeled. By Year 5, our average teacher salary is $60,000+. Additionally, pension expenses, which are substantial, were calculated by adding up employee wages and employee benefits contributions for the eligible wages then multiplying by the STLPSRS rate of 13.50%. This rate drops by 0.5% per year based on information from other Charter school leaders in St. Louis City.

Facilities and Capital Improvements

While BELIEVE has not selected a site yet, the team is working with Blackline Design and Construction[109] to ensure the purchase or 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. Additionally, BELIEVE is working with LevelField Partners who are serving as an advisor through negotiations as well.

As outlined in section C. 3 Facilities, BELIEVE STL Academy has several potential viable facility options. While some are more favorable than others, BELIEVE STL Academy has chosen to model the budget based on Facility Option #3: Harrison Education Center at STLCC. The current budget includes a lease model for a potential lease where rent increases as enrollment increases. No matter where BSTLA is ultimately located, a similar scaled lease rate will be negotiated. As BSTLA continues the site search process, the goal is to find a location that requires minimal capital improvements, a central location that is easily accessible to families, and a safe and secure environment.

Supplies / Equipment and Services / Contractors

Cost drivers (per student) and other main costs were calculated by reviewing historical BCC financial data, conversations with vendors, and research into potential vendors and costs.

Costs are differentiated between start-up costs which taper down over time as needs are met and continuing costs which increase with inflation over time (classroom supplies, online curriculum / software, field trips, student food, extracurricular activities, dual credit fees, rent, transportation contract, etc). As outlined in RSMo 160. 415.7(6), invoices for services, equipment, or other purchases over $25,000 require board notification and approval before being sent to CMO. Additionally, external service agreements must also go up for bid. These should be included in monthly board packages on BoardonTrack and approved during the board meeting.

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.

[109] BELIEVE Schools will work with Blackline Design and Construction for facility acquisition: https://www.blacklinestl.com/

To guard against serious shifts in anticipated revenues or expenditures, in addition to maintaining strong cash reserves, 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 ST. Louis Academy 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 15 teachers/staff members at 13.25 FTE. 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. BELIEVE is nonsectarian in its employment practices, pursuant to RSMo 160.405.4(1).

By April 15th, 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 partners, Joule Growth Partners Partners Partners Partners Partners Partners Partners. Upon approval of the budget, BELIEVE will work with the board and Joule Growth Partners Partners Partners Partners Partners Partners Partners 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. Additionally, BELIEVE has applied for the CSP Developer Grant.

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 ($650,000): BELIEVE Schools, Inc has been awarded $215,000 through NSVF previously. BELIEVE has applied for another $650,000+ for replication funds through NewSchools Venture Fund. BELIEVE will find out if funds are awarded in late spring 2023.

Charter School Growth Fund ($400,000+): 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. With an approved charter, BELIEVE will be able to apply for additional growth and capacity grants. To date, BELIEVE has secured $400,000 in growth funding for BELIEVE STL Academy.

The Opportunity Trust ($600,000): Pre-launch funding has been approved for the 2022-23 school year from the Opportunity Trust. BELIEVE STL Academy is currently working with TOT to determine what the next grant cycle budget will be. A Commitment Letter from the Opportunity Trust is in Appendix C.1.2.

***Not included in budget* - Federal Charter School Program Grant *(up to $2,000,000)*:** BELIEVE Schools, Inc applied for Federal CSP funds in July 2023, with awards up to $2M. 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. BELIEVE has not included CSP revenues but is confident the application will be approved.

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 Joule Growth April 2023.[110] 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. However, the Board of Directors is solely responsible for the organization's financial and operational performance. The ED works with other network team members and school leadership teams to ensure these items are implemented as schools with fidelity. The Chief Operations Officer is responsible for day-to-day financial oversight, employee payroll, managing employee benefits, and disbursing payments to service partners. The Chief Academic Officer is responsible for academic oversight, academic goal-setting, teacher retention, testing, and other related academic responsibilities. This individual will work with Principals to ensure implementation and execution is aligned with the MOU.

[110] BELIEVE Schools will partner with EdOps for financial support: https://www.ed-ops.com/

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 Dean of Operations at BELIEVE STL Academy, and bi-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.

In addition to local bookkeeping and account support with EdOps, BELIEVE STL Academy is working with Joule Growth Partners who is providing CFO services for the organization.[111] A copy of the Statement of Work can be found in Appendix C.2.1.

As part of the BELIEVE STL Academy Bylaws, the Board of Directors is ultimately responsible for the monitoring and oversight of BELIEVE STL Academy's financial management. The Bylaws can be found in Appendix B.1.3. All board members have signed the bylaws and understand their responsibilities as it pertains to BELIEVE STL Academy financials.

Budget

BELIEVE STL Academy will operate as an independent, local LEA with a fiscal year ending June 30th. The Chief Operations Office is responsible for developing and managing the budget with oversight by the Executive Director. During the budget process, the COO works with the Principal and requests specific pieces of the budget from the school. Additionally, EdOps will help support during the budget design process. By February 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 Finance Committee will also make suggestions, changes, and suggest cost-saving measures as they feel necessary. 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

[111] Joule Growth Partners Partners Partners Partners Partners Partners Partners Partners will provide CFO services for BELIEVE Schools: https://www.joulegrowth.com/

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.[112] 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

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.

[112] BELIEVE Schools will adhere to all relevant budgeting and financial statues, rules, regulations and codes as outlined by the Missouri Financial Accounting Manual: https://dese.mo.gov/financial-admin-services/school-finance/accounting-manual/fy-2023-missouri-financial-accounting-manual

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 Principal. Any purchase over $10,000 must be approved by the Executive Director. Any purchase over $50,000 must be approved

by the Board Chair. All purchases over $1,000 require a purchase order approved by the Principal. The requestor must submit the quote to the Dean of Operations who will complete the purchase order (PO) for the Principal. The PO should include the vendor information, description of expense, quantity, and total cost. The Principal will then review and sign the PO which then can be distributed to the vendor. The DOO will file the purchase order according to standard accounting procedures by EdOps. Once the items are received and reviewed for verification, fill in the invoice number from the vendor on the PO. A copy will then be shared with the Dean of Operations for processing with EdOps.

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. A copy of BELIEVE Circle City High's previous audits can be found in Appendix C.2.2.

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. A copy of all board members' signed Conflict of Interest statement can be found in Appendix B.1.5.

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. 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. The Chief Operations Officer is responsible for reporting data to the state and federal authorities, pursuant to RSMo 160.415.1. Both Alma and Lumen have the ability to track and store data from multiple years to ensure compliance with the state. Team members involved with SPED will be responsible for managing Lumen Touch's Bright SPED, and integrated special education compliance and management system that tracks student's eligibility, IEPs, evaluations, data, and progress. Both student information tracking systems are digital, align to state and federal reporting requirements, and accommodate the financial coding system prescribed by the Missouri Financial Manual. Information in both systems will be kept confidential per mandates in the Family Educational Rights and Privacy Act and the Safe Schools Act.

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. A copy of BELIEVE's Form 990 is shared in Appendix C.2.3. 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.[113] 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.2.4

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 nsurance 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)

[113] Insurance for BELIEVE Schools is provided by The Hartford Group: https://www.thehartford.com/ , which is provided through Selective Insurance: https://www.selective.com/

- 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.[114] 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 Resume in Appendix B.2.1.
Jesse Dixon	Partner at The Opportunity Trust and board member.
David Endom	Co-Founding Partner at Level Field Partners
Jimmy Henderson	Partner at Level Field Partners
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.
Mark Groenda	Partner at Blackline Design and Construction

Criteria for Facility Selection

BELIEVE aims to be located centrally. 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

[114] A Barrier to Growth: The Charter School Facilities Gap." *Charter School Capital*, 24 July 2019, https://charterschoolcapital.com/blog/a-barrier-to-growth-the-charter-school-facilities-gap/.

- 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 Summer 2023, with potential renovations beginning as early as Fall 2023 to ensure that the building is ready in time for Spring/Summer 2024 for parents and families to visit, tour, and meet.

While BELIEVE STL Academy has found strong viable options, a lease or purchase agreement has not been finalized. 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, recources 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	Curent 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 *(or more).* BELIEVE recognizes the competitive nature of St. Louis City real estate. With that, BELIEVE has listed requirements as well as "nice to-haves". With the competitive nature, BELIEVE is well-versed on being flexible and innovative to ensure we provide a centralized, safe, and accessible location to serve as many students as possible. **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 30,000-40,000 square feet. However, because of the nature of our model, it's possible for the school to operate with less square footage because of how much time is spent off campus.

Year	Facility Criteria
Year 1: 2024-2025	• 6 Classrooms; 3 Office Spaces • Teacher Workroom/Collaboration Space • Food Preparation Space/Kitchen • Bathroom Facilities *(Student/staff)* • Safe pick-up and drop-off space for students • Parking suitable and cost-effective for staff • Access to public transportation *(less than .25 mile)* • Large Assembly/Gym Space/Cafeteria Space • Multimedia Space/Library
Year 2: 2025-2026	• 12 Classrooms; 4 Office Spaces • Teacher Workroom/Collaboration Space • Food Preparation Space/Kitchen • Bathroom Facilities *(Student/staff)* • Safe pick-up and drop-off space for students • Parking suitable and cost-effective for staff • Access to public transportation *(less than .25 mile)* • Classroom with access to plumbing or can easily be converted (for science courses) • Large Assembly/Gym Space/Cafeteria Space

Year 3: 2026-2027	• 18 Classrooms; 4 Office Spaces • Teacher Workroom/Collaboration Space • Food Preparation Space/Kitchen • Bathroom Facilities *(Student/staff)* • Safe pick-up and drop-off space for students • Parking suitable and cost-effective for staff • Access to public transportation *(less than .25 mile)* • Outdoor Classroom Space • Classroom with access to plumbing or can easily be converted (for science courses) • Designated Nurse's Office • Large Assembly/Gym Space/Cafeteria Space
Year 4: 2027-2028	• 18 Classrooms; 4 Office Spaces • Teacher Workroom/Collaboration Space • Food Preparation Space/Kitchen • Bathroom Facilities *(Student/staff)* • Safe pick-up and drop-off space for students • Parking suitable and cost-effective for staff • Access to public transportation *(less than .25 mile)* • 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	• 18 Classrooms; 4 Office Spaces • Teacher Workroom/Collaboration Space • Food Preparation Space/Kitchen • Bathroom Facilities *(Student/staff)* • Safe pick-up and drop-off space for students • Parking suitable and cost-effective for staff • Access to public transportation *(less than .25 mile)* • 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

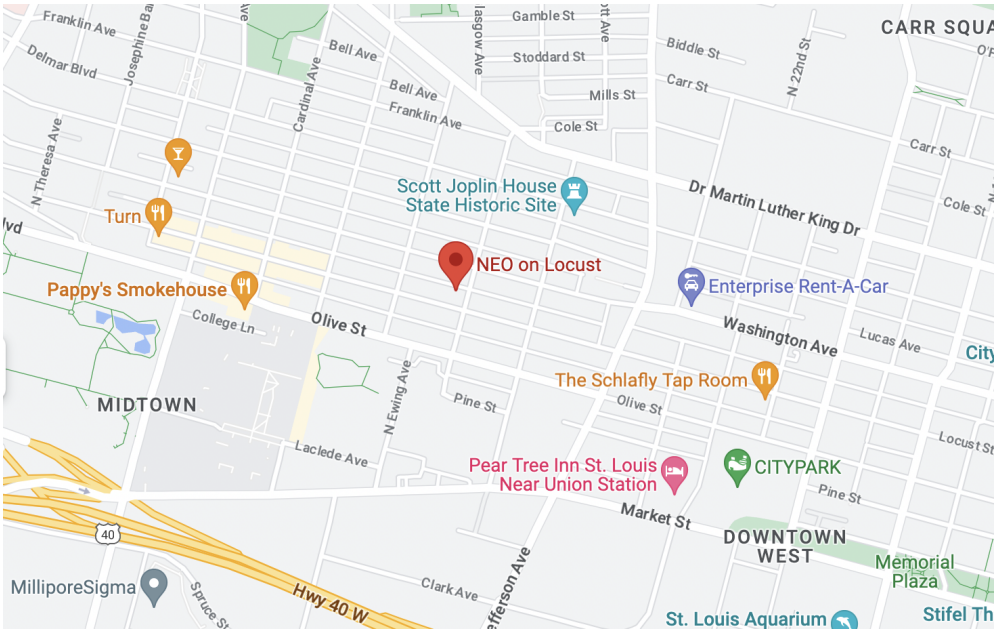
When considering a facility, it's BELIEVE's network team priorities to ensure that the facility makes it financially sound. Best practices in the industry indicate that facilities costs should not exceed 15% of total revenue. In partnership with Afton Group, BELIEVE has made the following allocations 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 some of BELIEVE STL's largest partners, BELIEVE aims to be in close proximity to St. Louis University, St. Louis Community College and Harris-Stowe University. BELIEVE is exploring purchase, lease, and/or co-location options. BELIEVE did not originally plan to purchase a facility within the first 3 years, but has secured funding and lenders to make it possible if the right options are presented. 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.

Blackline provided several facilities options that can be viewed in Appendix C.3.2. The strongest option currently is The Harrison Education Center (STLCC). While negotiations are still underway, BELIEVE anticipates this being the most cost effective option as it's move-in ready. The other locations included in this report were not of interest to BELIEVE because of price, condition, and/or location. All options will continue to be evaluated and reviewed.

Option #1: 2801 Locust St, St. Louis, MO 63103 - NEO on Locust

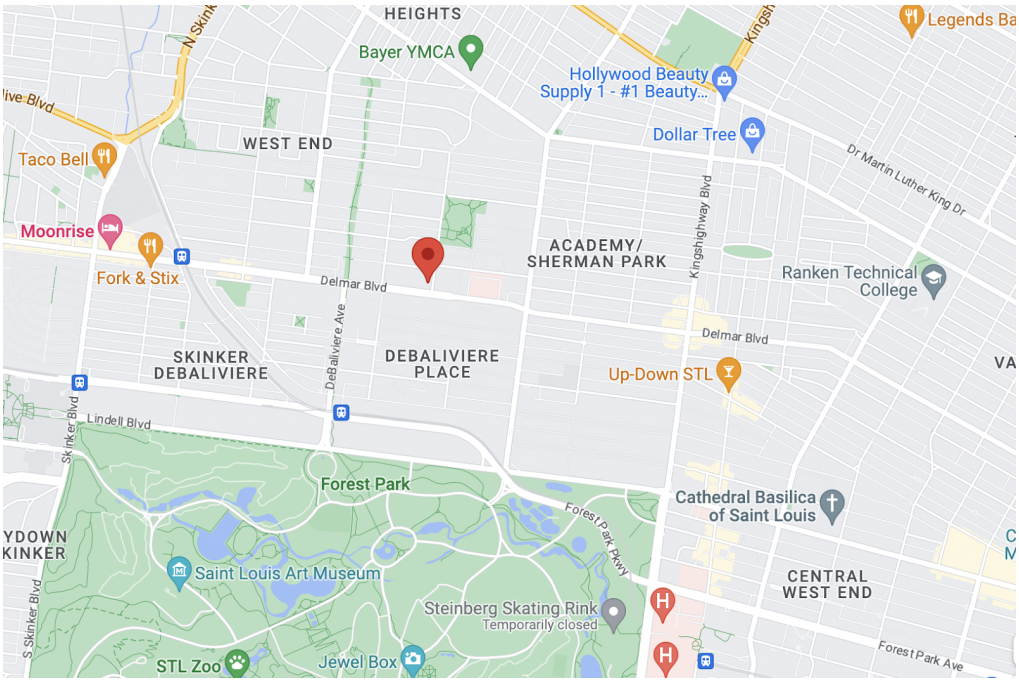


Currently BELIEVE is exploring the building on Locust Street. NEO on Locust building resides in a prime location and condition to be operational for BELIEVE STL Academy. As mentioned previously, BELIEVE intends to occupy a space that allows for slow growth and expansion by phase. This facility allows for that. There are two floors that will require minor cosmetic and construction projects. While the other two floors will require more significant construction and structural work. The building is 42,000 square feet which will allow for ample space to meet all needs of our facility. Some highlights of the building:

- Certain floors are a couple months away from "move-in ready"
- Room for growth and expansion
- Location is within blocks of dual enrollment partners
- Other middle schools in the neighborhood
- Minimal street traffic allows for safe conditions for students, teachers, and staff.
- Ample parking space – two lots and free street parking for staff and students.
- Two warming kitchens with existing hook-ups for equipment
- Loading docks and lift gates

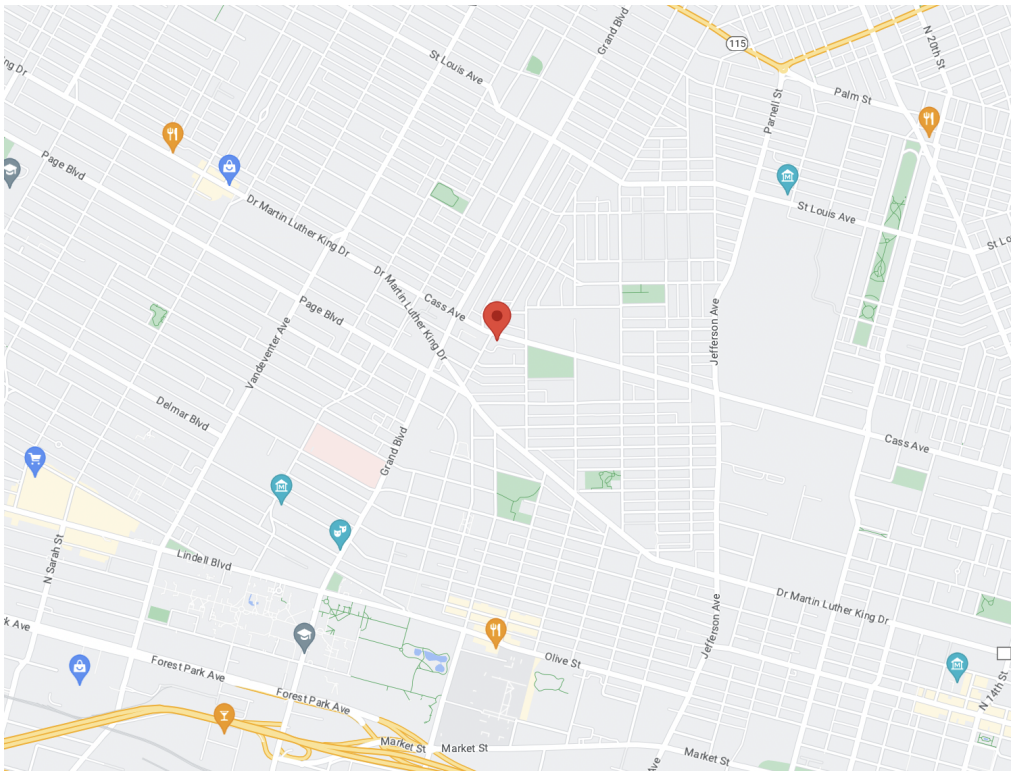
- Large windows throughout creating lots of natural light
- In 2017, a new HVAC and Roof were installed

Option #2: 5501 Delmar Blvd - Delmar Divine



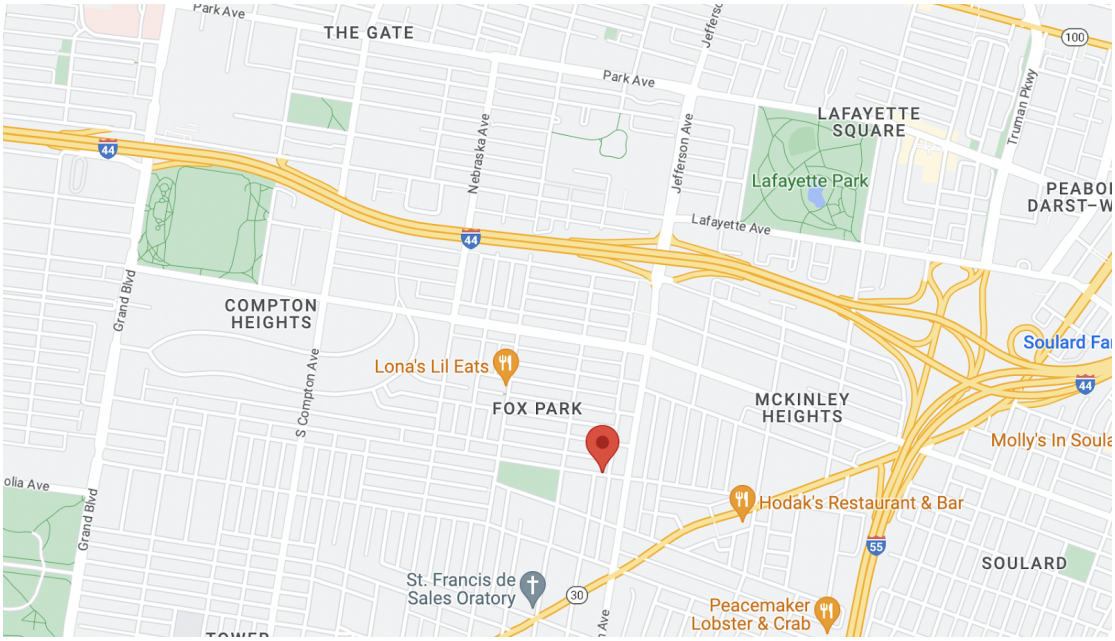
The Delmar Divine facility is located directly north of Forest Park. The existing structure is home to several start-ups, nonprofits, and other businesses. Currently, there are several vacant classroom spaces and wings that could be suitable for year 1 and year 2. There is ample street and parking lot space for teachers and staff members. Additionally, there are two areas of green space within walking distance: Visitation Park and Forest Park. The BELIEVE team is currently pursuing the necessary planning to determine whether this site will be a viable option.

Option #3: 3140 Cass Ave | Harrison Education Center - St. Louis Community College



The Harrison Education Center sits off of Cass Avenue near the intersection of Grand Blvd. As mentioned throughout the application, BELIEVE is partnering with St. Louis Community College. This opportunity for space is an extension of this partnership. The building is in move-in ready condition to operate for the foreseeable future. The building also contains state of the art lab spaces, art studios, a community room, and bookstore. There is ample parking available and areas for buses to load and unload. This lot lacks green space but BELIEVE is exploring nearby options and opportunities. As stated, the building is move-in ready and has state of the art furnishings throughout. All furniture will remain in the building and be included in the lease agreement. There is a comprehensive building security system to ensure the highest level of security for staff and students. BELIEVE is continuing to have conversations with the STLCC regarding partnership and facilities opportunities. The facility is 31,000 square feet.

Option #4: 2617 Shenandoah Ave. - Momentum Academy



Momentum Academy currently has available space at their Fox Park campus. The facility is located in the Fox Park neighborhood which is further south than BELIEVE STL Academy's ideal location would be. BELIEVE's Executive Director and Founding Principal have met with Miranda Ming, Executive Director, of Momentum Academy. Blackline is currently reviewing the building and available space specifications to determine whether this facility would be a suitable option for BELIEVE in its early years. Outside of building security and safety, proximity is one of the most important criteria for site selection. While this location sits further south than our ideal location, we do not want to rule any affordable or available space out at this time.

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 Staff 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. A scope of work and rate from EdOps will begin following sponsorship.

Food Service

BELIEVE conservatively anticipates serving a population in which 85%-100% 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 $31,800 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. Otherwise, BELIEVE will hire a part time nurse that will visit the school daily according to students' needs. 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.2.4 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 Kehrer at Bryan Cave Leighton Paisner Law. This agreement is through direct partnership with The Opportunity Trust.

Audit: BELIEVE has not identified firms to provide its annual audit yet. To date, BELIEVE has explored using Justin Krachmalnick at Massie, Fudemberg, 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. Additionally, BELIEVE will offer yellow bus services to students and families through partnership with First Student. BELIEVE Circle City High School in Indianapolis currently partners with First Student to operate two yellow bus routes. BELIEVE STL Academy will continue this partnership in St. Louis. BELIEVE STL Academy has met with David Chan, First Student Representative, for both Indianpaolis and St. Louis. David provided anticipatory guidance

and pricing for the 2024-2025 school year. BELIEVE STL Academy has taken those figures and applied them to the budget. As required, all services will go up for bid.

As we do community engagement with parents, families, and schools— we will continue to determine the needs of our families. As part of our model, students will go off-campus for dual enrollment programming. Depending on their location, it might also be necessary for the school to provide transportation during the school day. 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 also partner with First Student to operate these midday routes as well.

If a child needs transportation due to an IEP or McKinney-Vento Homeless Assistance Act, BELIEVE will arrange for alternative transportation through His Kingdom Carriers. BELIEVE STL Academy partnered with His Kingdom Carriers this summer to operate summer transportation to the BELIEVE Summer Experience camps. All transportation options must have a background check and appropriate licensing.

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): 1. BELIEVE Board President 2. BELIEVE Executive Director 3. BELIEVE Chief Academic Officer 4. BELIEVE Chief Operations Officer 5. BELIEVE Principal 6. 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: ● 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 families, staff, and other stakeholders access to a direct line of support through the transition (Principal + Front Office Manager)	Within 1 week of decision to close	Board President + ED
Press Release Draft and distribute a press release which includes the following: ● 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
Notification Letter: School Community	Within 1 week	BELIEVE Chief

Distribute letter to faculty, staff, and parents (pursuant to RSMo 160.405.1(15)) outlining: 1. Reason(s) for closure 2. Initial timeline for transition 3. Contact information for School Closure Coordinator	of decision to close	Operations Officer
Notification Letter: State & Local Agencies 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: 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
Instruction Continue the current educational program per BELIEVE's charter contract until the end of the school year.	Ongoing	Executive Director + Principal
MAP Testing and EOC Assessments Administer all necessary MAP tests and EOC assessments scheduled for that year in accordance with regulations and policies.	Ongoing	Executive Director + Principal
Board Communication Make conspicuously and publicly available all copies of Board meeting agendas, minutes, financials, and other documents outlined in the checklist (include supporting attachments).	Ongoing	Board President
Maintain Insurance for BELIEVE's Assets and Personnel 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: ● 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

Financial Condition Report(s) 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: ● 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
Establish Reserve Funds 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: ● 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
Transition Letter: Parents/Guardians BELIEVE will follow the initial notification with a letter detailing the transition plan. Notification will include but not limited to: ● 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 ● Information on obtaining student records before closure ● Date for upcoming family closure meeting ● Contact information for School Closure Coordinator	Within 30 days of decision to close	Principal
Employees and Benefits Provider 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: ● Notify benefits providers of the pending	Within 30 days of decision to close	Chief Operations Officer

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		
Transition Letter: Staff/Faculty BELIEVE will outline transition plans and timelines for staff in a letter including information about: ● 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
Faculty/Staff Meeting BELIEVE will convene an all staff meeting to discuss the following: ● 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
Institutional Partners BELIEVE will notify the following institutional partners of closure: ● 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
Contractors/Vendors BELIEVE will notify all active contractors and vendors about the school closure, cessation of operations, and: ● INstruct contractors and vendors to remove any	Within 30 days of decision to close	Chief Operations Officer

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.		
Creditors/Debtors BELIEVE will notify all creditors and debtors and calculate the total for accrued and unpaid for each. BELIEVE will also: ● 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 debrots will be retained.	Within 30 days of decision to close	Chief Operations Officer
Engage Final Audit 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.	Within 30 days of decision to close	Board President

Post-Closure Tasks

Action	Deadline	Team Member
Final Report Cards BELIEVE will send all families copies of final report cards, notice of where else student records were sent, and contact information for the institution.	Within one week after the last day of instruction	Executive Director
Archival and Transfer of Student Records BELIEVE will ensure that complete student records (academic, health, behavior, special education etc) are archived and transferred to each student's new school,	Within one week after the last day of instruction	Executive Director

pursuant to RSMo 160.405.1(15) Record will include: ● Final grades ● Materials associated with IEP ● Immunization Records ● Family information ● Behavior Records		
Payroll and Employment Verification Reports 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: ● 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
Itemized Financial Records BELIEVE will review, prepare, and make available (pursuant to RSMo 160.405.1(15)): ● 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
Final Reports BELIEVE will plan for the disposition and cooperate with any remaining oversight requirements of the sponsor, DESE, or the State Board of Education.	Within one week after the last day of instruction	Executive Director
Inventory and Plan for DIsposition of Assets 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: ● Note source codes for funds and price for each purchase ● 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	Within one week after the last day of instruction	Chief Operations Officer

● Donate all other assets, pursuant to BELIEVE's incorporating documents.		
Archiving Corporate Records and Operations The BELIEVE Board of Directors will maintain all corporate records related to: ● 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	Within one week after the last day of instruction	Board President
Submit Final Audit BELIEVE will submit a final closeout audit(by independent CPA firm or Missouri State Auditor, as determined by the statue), which documents the disposition of all liabilities.	Within one week after the last day of instruction	Chief Operations Officer

A.1.1 Sample Student Recruitment Infographic

Agency

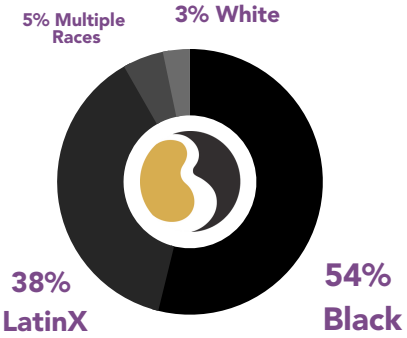
Acceleration

Autonomy

BELIEVE

By the Numbers 2022-2023

215*
Enrolled Students



85%
11th/12th Graders Participating in Dual Enrollment

70+
Average Annual SAT Growth

35%
AP Pass Rate

25%
9th Graders in Gifted & Talented Cohort

+1
Average WIDA Growth (State average was -3)

97.6%
Credits Earned 21-22

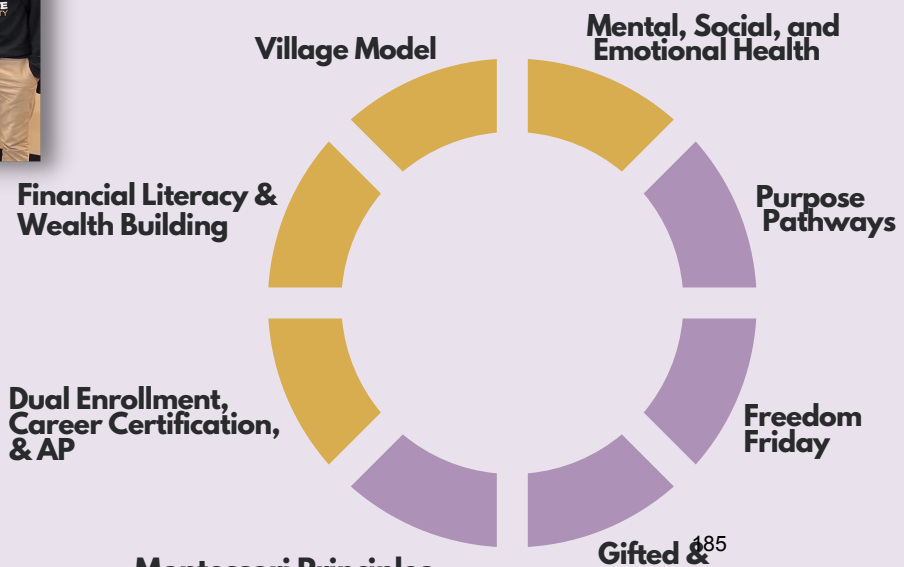
<3% Suspension Rate

1 Expulsion

90%
22-23 Parent Satisfaction Rate

≈91%
Avg. Daily Attendance

12:1
Student to Teacher Ratio



A.2.1 Sample College and Career Pathways

Missouri 24-Credit Diploma at | Sample COLLEGE Pathway

		ENGLISH LANGUAGE ARTS	MATH	SOCIAL STUDIES	SCIENCE	FINE ARTS	PE & HEALTH	PRACTICAL ARTS	PERSONAL FINANCE	ELECTIVES
9th 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
10th 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
11th 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
12th 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.

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
9th 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)
10th 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
11th 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
12th 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.

Geometry Textbook
Table of Contents

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.	• 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.	• 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

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).	• 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.	• 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.

*Pacing listed in 45-minute days

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 *composite figure* 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.	• 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	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. **MATHia Unit:** Lines, Rays, Segments, and Angles **MATHia Workspaces:** Naming Lines, Rays, Segments, and Angles / Working with Measures of Segments and Angles **MATHia Unit:** Parallel and Perpendicular Lines **MATHia Workspaces:** Introduction to Parallel and Perpendicular Lines / Modeling Parallel and Perpendicular Lines **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	

*Pacing listed in 45-minute days

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.	• 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.	• 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.

*Pacing listed in 45-minute days

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.	• 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.	• 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

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.	• 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	

*Pacing listed in 45-minute days

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.	• 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.	• 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.	• 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

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.	• 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 *reflectional symmetry* and *rotational symmetry* 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.	• 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 $360°/n$, 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	

*Pacing listed in 45-minute days

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 *postulate* and *theorem* are defined, and students use the Linear Pair Postulate, the Segment Addition Postulate, and the Angle Addition Postulate to answer related questions.	• 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 $m\angle ABD + m\angle DBC = m\angle ABC$."

*Pacing listed in 45-minute days

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.	• 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 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.	• 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	

*Pacing listed in 45-minute days

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.	• 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."

*Pacing listed in 45-minute days

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.	• 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.	• 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 $180(n - 2)°$. • For a regular polygon with n sides, the measure of each interior angle is equal to $180(n - 2)°/n$. • For a polygon with n sides, the sum of the measures of the exterior angles is equal to 360°.

*Pacing listed in 45-minute days

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.	• 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 √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 √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."

*Pacing listed in 45-minute days

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.	• 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."

*Pacing listed in 45-minute days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
Learning Individually with MATHia or Skills Practice		G.CO.1 G.CO.9	5	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. **MATHia Unit:** Angle Properties **MATHia Workspaces:** Calculating and Justifying Angle Measures / Calculating Angle Measures **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 **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 **MATHia Unit:** Parallel Lines Theorems **MATHia Workspaces:** Proving Parallel Lines Theorems / Proving the Converses of Parallel Lines Theorems **MATHia Unit:** Proving Triangles Congruent **MATHia Workspaces:** Proving Triangles Congruent Using SAS and SSS / Proving Triangles Congruent Using AAS and ASA **MATHia Unit:** Using Triangles Congruence **MATHia Workspaces:** Proving Theorems Using Congruent Triangles / Proving Triangle Theorems / Using Triangle Theorems **MATHia Unit:** Special Right Triangles **MATHia Workspaces:** Introduction to Special Right Triangles / Calculating the Lengths of Sides of Special Right Triangles **MATHia Unit:** Angles and Circles **MATHia Workspaces:** Determining Interior and Exterior Angles in Circles	

*Pacing listed in 45-minute days

Topic 3: Using Congruence Theorems

Students use the theorems that they proved in Justifying Line and Angle Relationships to prove additional theorems. First, they prove congruence theorems specific to right triangles. Then, students prove properties of quadrilaterals. Finally, they prove theorems about relationships between chords of congruent circles.

Standards: G.CO.10, G.CO.11, G.C.2 **Pacing:** 13 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	**SSS, SAS, AAS, … S.O.S!** Using Triangle Congruence to Determine Relationships Between Segments	G.CO.10	2	Students construct a right triangle in a circle given a leg length and a hypotenuse length. They compare their constructions and notice that the triangles are congruent to each other. Students then prove this Hypotenuse-Leg Congruence Theorem using both a two-column proof and algebraic reasoning. Students use reasoning to demonstrate that the Leg-Leg Congruence Theorem and the Leg-Angle Congruence Theorem must be true, given the triangle congruence theorems they know. They then apply these congruence theorems to solve problems. Finally, students analyze a proof of the Tangent Segment Theorem and use it to solve additional problems.	• The Hypotenuse-Leg Congruence Theorem states: "If the hypotenuse and leg of one right triangle are congruent to the hypotenuse and leg of another right triangle, then the triangles are congruent." • The Leg-Leg Congruence Theorem states: "If the two corresponding shorter legs of two right triangles are congruent, then the triangles are congruent." • The Leg-Angle Congruence Theorem states: "If the leg and an acute angle of one right triangle are congruent to the corresponding leg and acute angle of another triangle, then the triangles are congruent." • The Leg-Leg and Leg-Angle Congruence Theorems can be justified using SSS, SAS, ASA, and/or AAS triangle congruence. • The Tangent Segment Theorem states: "If two tangent segments are drawn from the same point on the exterior of a circle, then the tangent segments are congruent."

2	**Props to You**
	Properties of Quadrilaterals
		G.CO.11	2	Students verify the properties of a parallelogram, a rhombus, a rectangle, a square, a trapezoid, and a kite using formal two-column or paragraph formats, as well as informal reasoning. Students apply the theorems to arrive at solutions to problem situations.	• A parallelogram is defined as a quadrilateral with opposite sides parallel. The properties of a parallelogram include:
					  • The opposite sides of a parallelogram are congruent.
					  • The opposite angles of a parallelogram are congruent.
					  • The diagonals of a parallelogram bisect each other.
					  • If one pair of opposite sides of a quadrilateral are both parallel and congruent, then the quadrilateral is a parallelogram.
					• A rhombus is defined as a parallelogram with all sides congruent. The properties of a rhombus include:
					  • The diagonals of a rhombus bisect the vertex angles.
					  • The diagonals of a rhombus are perpendicular to each other.
					• A rectangle is defined as a parallelogram with all angles congruent. The diagonals of a rectangle are congruent.
					• A square is defined as a parallelogram with all angles congruent and all sides congruent. The square has all of the properties of the rectangle and rhombus.
					• An isosceles trapezoid is defined as a trapezoid with congruent non-parallel sides. The base angles of an isosceles trapezoid are congruent.
					• The Trapezoid Midsegment Theorem states: "The midsegment of a trapezoid is parallel to each of the bases and its length is one half the sum of the lengths of the bases."
					• A kite is defined as a quadrilateral with two pairs of consecutive congruent sides. The properties of a kite include:
					  • One diagonal of a kite is a line of symmetry.
					  • One diagonal of a kite bisects a pair of opposite angles.
					  • One diagonal of a kite is the perpendicular bisector of the other diagonal.

*Pacing listed in 45-minute days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
3	**Three-Chord Song** Relationships Between Chords	G.C.2	1	Students explore a problem situation which asks them to determine the diameter of a circular plate given only a broken piece of the plate. Students conjecture about methods that may be used to determine the diameter. They then prove the Diameter-Chord Theorem, Equidistant Chord Theorem, and Equidistant Chord Converse Theorem. They also prove the Congruent Chord–Congruent Arc Theorem and its converse. Finally, students revisit and solve the broken plate problem from the Getting Started.	• The Diameter–Chord Theorem states: "If a circle's diameter is perpendicular to a chord, then the diameter bisects the chord and • The Equidistant Chord Theorem states: "If two chords of the same circle or congruent circles are congruent, then they are equidistant from the center of the circle." • The Equidistant Chord Converse Theorem states: "If two chords of the same circle or congruent circles are equidistant from the center of the circle, then the chords are congruent." • The Congruent Chord–Congruent Arc Theorem states: "If two chords of the same circle or congruent circles are congruent, then their corresponding arcs are congruent." • The Congruent Chord–Congruent Arc Converse Theorem states: "If two arcs of the same circle or congruent circles are congruent, then their corresponding chords are congruent."
Learning Individually with MATHia or Skills Practice		G.CO.10 G.CO.11	8	Students use the proof tool to prove triangles congruent using SSS, SAS, AAS, ASA, HL, and HA. They use CPCTC to prove other theorems related to angles and sides in triangles. They review the properties of parallelograms and use them to solve for unknown parts of quadrilaterals and parallelograms before proving that they are true in all cases. **MATHia Unit:** Extending Triangle Congruence Theorems **MATHia Workspaces:** Proving Triangles Congruent Using HL and HA **MATHia Unit:** Properties of Parallelograms **MATHia Workspaces:** Understanding Parallelograms / Determining Parts of Quadrilaterals and Parallelograms **MATHia Unit:** Parallelogram Proofs **MATHia Workspace:** Proofs about Parallelograms	

*Pacing listed in 45-minute days

CARNEGIE LEARNING

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.	• 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.	• 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.	• 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.

*Pacing listed in 45-minute days

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.	• 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.	• 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 of the equation. • The Quadratic Formula, $x = (-b \pm \sqrt{b^2 - 4ac})/2a$, 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.

*Pacing listed in 45-minute days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
6	***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.	• 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	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. **MATHia Unit:** Searching for Patterns **MATHia Workspaces:** Exploring and Analyzing Patterns / Comparing Familiar Function Representations **MATHia Unit:** Graphs of Functions **MATHia Workspaces:** Identifying Key Characteristics of Graphs of Functions / Transforming Functions **MATHia Unit:** Forms of Quadratic Functions **MATHia Workspaces:** Examining the Shape and Structure of Quadratic Functions / Quadratic Modeling / Quadratic Equation Solving / Quadratic Transformations **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	

*Pacing listed in 45-minute days

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.	• 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	• 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.

*Pacing listed in 45-minute days

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.	• 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.	• 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	

*Pacing listed in 45-minute days

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.	• 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 $g(x) = Af(B(x - C)) + D$, 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.	• A quartic function is a fourth degree polynomial function, and a quintic function is a fifth degree polynomial function. • The function $g(x) = Af(B(x - C)) + D$ 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.

*Pacing listed in 45-minute days

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.	• 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 *n*th-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.	• 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.	• 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 form *a* to *b*.

*Pacing listed in 45-minute days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
6	**To a Greater or Lesser Degree** Comparing Polynomial Functions	F.IF.9	2		• 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	

*Pacing listed in 45-minute days

CARNEGIE LEARNING

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.	• 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.	• 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

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.	• 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.	• 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	

*Pacing listed in 45-minute days

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.	• 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.	• The Binomial Theorem states that it is possible to extend any power of $(a + b)$ into a sum of the form: $(a + b)^n =$ (n (over) 0) $a^n b^0 +$ (n (over) 1) $a^{n-1}b^1 +$ (n (over) 2) $a^{n-2}b^2 + \cdots +$ (n (over) ($n – 1$)) $a^1 b^{n-1} +$ (n (over) n) $a^0 b^n$ • The formula for a combination of k objects from a set of n objects for $n \geq k$ is: (n (over) k) $= {}_nC_k = n!/(k!(n – k)!)$
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.	• 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	

*Pacing listed in 45-minute days

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 $q(x) = x^2$, and their reciprocal functions, $g(x) = 1 / x$ and $r(x) = 1 / x^2$. 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.	• 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.	• Translations of a rational function $f(x)$ are given in the form $g(x) = Af(B(x - C)) + D$, 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.

*Pacing listed in 45-minute days

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.	• 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.	• 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.	• 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.

*Pacing listed in 45-minute days

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.	• 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	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. **MATHia Unit:** Rational Functions **MATHia Workspaces:** Introduction to Rational Functions / Modeling Ratios as Rational Functions **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 **MATHia Unit:** Rational Models **MATHia Workspaces:** Modeling Rational Functions / Using Rational Models / Solving Work, Mixture, and Distance Problems / Modeling and Solving with Rational Functions	

*Pacing listed in 45-minute days

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

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
Things Fall Apart	What does it mean for things to fall apart?	Novel	Literary Analysis
Alexander Hamilton	How do storytellers use primary sources?	Drama	Reflective Essay
The Immortal Life of Henrietta Lacks	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?
Things Fall Apart	Telling Stories	Telling Stories
Alexander Hamilton	*The Immortal Life of Henrietta Lacks*	*The Immortal Life of Henrietta Lacks*
The Ethics of Public Health Decisions	*Things Fall Apart*	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: *The Immortal Life of Henrietta Lacks*	**Application Unit:** What Do I Want To Research?	**Application Unit:** What Do I Want To Research?
		Assigned Independent Reading throughout the Year: *The Immortal Life of Henrietta Lacks*

How Do We Determine the Right Thing to Do?

Grades 9-10 Collection B: Foundation Unit

Topical Text Set: Philosophy

EXPLORE: How do we determine the right thing to do?

- What is ethics?
- How do we understand and respond to ethical issues and dilemmas in biomedical ethics, environmental ethics, ethics in sports, ethics of identity, or ethics of social justice?

CENTRAL TEXTS:

- Markkula Center for Applied Ethics, “A Framework for Ethical Decision Making”
- Rachel Carson, *Silent Spring*
- Kirk Hanson and Matt Savage, “What Role Does Ethics Play inSports?”
- Kenji Yoshino, *Covering*
- PBS Digital Studios, “Utilitarianism,” “Kant & Categorical Imperatives,” “Aristotle & Virtue Theory”
- Patrick Lin, “The Ethical Dilemma of Self-Driving Cars”
- Crash Course Philosophy, “Kant & Categorical Imperatives: Crash Course Philosophy #35”

CULMINATING TASK:

Group Presentation: Collaboratively research, create, and deliver a presentation about ethical issues in a research pathway area.
Reflective Narrative: Write an individual reflection on your research process.

SECTION DIAGNOSTICS:

- **Section 1:** Expository Response
- **Section 2:** Research Proposal
- **Section 3:** Annotated Bibliography

KNOWLEDGE:

- Philosophical perspectives
- Ethical approaches and frameworks
- Content knowledge in a research pathway area: biomedical ethics, environmental ethics, ethics in sports, ethics of identity, or ethics of social justice

Telling Stories

Grades 9-10 Collection B: Development Unit

Genre Text Set: Short Fiction and Non-fiction Narratives

EXPLORE: What makes a good story?

- How do stories pass along the experiences of people, families, and cultures?
- How are the elements of fiction used to make a good story?
- How does the storyteller's voice influence the story?
- What is your story?

CENTRAL TEXTS:

- Leslie Marmon Silko, *Storyteller*
- Shirley Jackson, "The Lottery"
- William Faulkner, "A Rose for Emily"
- Thomas Wolfe, "The Far and the Near"
- Mark Twain, "The War Prayer"
- Amy Tan, "Mother Tongue"
- Barack Obama, *Dreams From My Father*
- Hampton Sides, "The Men Who Brought 911 Home"

CULMINATING TASK:

> **Fictional, Personal, or Historical Narrative:** Write an original narrative that presents an interesting story from your life, your imagination, current events, or history.

SECTION DIAGNOSTICS:

- **Section 1:** Brief Narrative Story
- **Section 2:** Retelling a Story from a New Point of View
- **Section 3:** Brief Personal Narrative
- **Section 4:** Brief Historical Narrative

KNOWLEDGE:

- Cultural storytelling
- Elements of narration: plot, characterization, theme, point of view
- Narrative essay and memoir genres
- Storytelling and film

Things Fall Apart

Grades 9-10 Collection B: Development Unit

World Literature: Novel

EXPLORE: What does it mean for things to fall apart?

- What shapes Okonkwo's character?
- What are the history and culture of the Igbo tribe?
- How do the missionary and Igbo cultures collide?
- How do secondary characters enrich the novel?

CENTRAL TEXTS:

- Chinua Achebe, *Things Fall Apart*
- Katie Bacon, “An African Voice”
- William Butler Yeats, “The Second Coming”

CULMINATING TASK:

Literary Analysis: Write a character analysis of Okonkwo, considering how internal and external factors influence his relationships and contribute to his fate.

SECTION DIAGNOSTICS:

- **Section 1:** Character Analysis
- **Section 2:** Socratic Seminar
- **Section 3:** Character Analysis

KNOWLEDGE:

- Igbo culture
- Nigerian history
- 19th-century colonialism
- The novel genre and structure: Western and African influences

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Alexander Hamilton

Grades 9-10 Collection B: Development Unit

American Literature: Drama

EXPLORE: How do storytellers use primary sources?

- How did Miranda interpret primary and secondary sources to create Hamilton: An American Musical?
- How can I use primary and secondary sources to create an original work?
- How does the use of primary sources affect modern storytelling?

CENTRAL TEXTS:

- Lin-Manuel Miranda and Jeremy McCarter, Hamilton the Revolution
- Lin-Manuel Miranda, Hamilton (Original Broadway Cast Recording)
- Ron Chernow, excerpts from *Alexander Hamilton*
- Primary source documents
- Federalist Papers
- Jennifer Schuessler, “Hamilton’ and History: Are They in Sync?”

CULMINATING TASK:

Reflective Essay: Write an essay in which you reflect on the creative process you engaged in when creating your original song lyrics. Explain your group’s choices regarding the incorporation of primary and secondary sources.

SECTION DIAGNOSTICS:

- **Section 1:** Objective Summary
- **Section 2:** Comparative Response
- **Section 3:** Expository Response
- **Section 4:** Formal Academic Discussion
- **Section 3:** Writing and Presenting Original Song Lyrics

KNOWLEDGE:

- Alexander Hamilton
- 18th century
- American Revolutionary War
- Colonial America
- U.S. Constitution
- Primary and secondary sources
- Musical theater

The Immortal Life of Henrietta Lacks

Grades 9-10 Collection B: Development Unit

Narrative Nonfiction

EXPLORE: How do we tell someone else's story?

- What effect do authors' choices have on the reader's understanding of a story?
- In what ways did the history of Henrietta Lacks and the HeLa cells change our world?

CENTRAL TEXTS:

- Rebecca Skloot, *The Immortal Life of Henrietta Lacks*
- Lamar Wilson, "HeLa"
- Brendan P. Lucey et al., "Henrietta Lacks, HeLa Cells, and Cell Contamination"
- George Wolfe, *The Immortal Life of Henrietta Lacks*
- Kadir Nelson, Henrietta Lacks (HeLa): *The Mother of Modern Medicine*

CULMINATING TASK:

Expository Essay: Select a companion text from the unit. Evaluate and explain which text, the companion text or the book, is the most compelling in relating the story of Henrietta Lacks and the HeLa cells.

SECTION DIAGNOSTICS:

- **Section 1:** Literary Analysis
- **Section 2:** Literary Analysis
- **Section 3:** Socratic Seminar
- **Section 4:** Comparative Literary Analysis
- **Section 5:** Writing and Presenting Original Song Lyrics

KNOWLEDGE:

- Henrietta Lacks

- HeLa cell cultures
- Bioethical issues
- History of modern medicine

The Ethics of Public Health Decisions

Grades 9-10 Collection B: Development Unit

Topical Text Set: Argumentation

EXPLORE: How do we balance the common good with individual rights and personal liberty?

- What are the ethical issues and debates involved with mandatory vaccinations?
- How should we address ethical issues involving the development of vaccines?
- How should we address issues of unequal access to public health resources?

CENTRAL TEXTS:

- Markkula Center for Applied Ethics, “A Framework for Ethical Decision Making”
- Second Continental Congress, The Declaration of Independence
- “The Hippocratic Oath”
- The College of Physicians of Philadelphia, “Ethical Issues and Vaccines”
- US Department of Health and Human Services, “The Belmont Report”
- United Nations, “The Universal Declaration of Human Rights”

CULMINATING TASK:

Argumentative Essay: Write an evidence-based argument in response to a complex ethical debate in the realm of public health.

SECTION DIAGNOSTICS:

- **Section 1:** Collaborative Research and Presentation
- **Section 2:** Expository Response
- **Section 3:** Argument Outline and Proposal
- **Section 4:** Synopsis of Proposed Argument

KNOWLEDGE:

- Ethical approaches and frameworks
- Infectious diseases, immunity, and vaccines
- Current public health issues and complexities

What Do I Want To Research?

Grades 9-10 Collection B: Application Unit

Student-Determined Text Set: Research

EXPLORE: Student-Generated Inquiry Questions

- What topic, question, or idea would I like to know more about?
- What research-based claims can I make about my topic, and how did my process of investigation lead me to these conclusions and discoveries?
- Which strategies are best for investigating important questions or problems about my area of investigation, to yield new, valuable insights and information?
- How can the research process help my team arrive at a deeper understanding of a topic or idea?

CENTRAL TEXTS:

- Texts identified and researched by students

CULMINATING TASK:

- **Research Portfolio and Group Presentation:** Compile comprehensive research on a specific question.
- Collaborate to develop and deliver a presentation of your research team's findings to your learning community.

SECTION DIAGNOSTICS:

During each Section Diagnostic, students submit their research portfolio to receive feedback on elements of their research project, such as their research questions, pertinent research tools, analysis of sources, and draft presentation materials.

KNOWLEDGE:

- Topics researched by students
- Inquiry process
- Research process

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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
The Great Gatsby	How do perceptions, illusions and dreams influence our lives?	Novel	Literary Analysis
Friday Night Lights	How do high school athletics reflect American society?	Narrative Nonfiction	Expository Essay
The Warmth of Other Suns	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?
The Great Gatsby	*The Great Gatsby*	*The Great Gatsby*
The Warmth of Other Suns	*Friday Night Lights*	*The Warmth of Other Suns*
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: *Friday Night Lights*	**Application Unit:** What Do I Want To Research?	**Application Unit:** What Do I Want To Research?
	Assigned Independent Reading throughout the Year: *The Warmth of Other Suns*	**Assigned Independent Reading throughout the Year:** *Friday Night Lights*

What Does it Mean to Be an American?

Grades 11-12 Collection A: Foundation Unit

Topical Text Set: Seminal U.S. Documents, Speeches, and Essays

EXPLORE: What does it mean to be an American?

- How has the notion of being an American changed over time?
- What are some of the enduring ideas about what it means to be an American?
- How is American identity experienced in culture; democracy and civic engagement; immigration; religion and law; race and ethnicity; or war?

CENTRAL TEXTS:

- Second Continental Congress, The Declaration of Independence
- Martha S. Jones, “The 14th Amendment and the History of Birthright Citizenship in the U.S.”
- Congress, Preamble to the Constitution
- Anna Quindlen, “A Quilt of a Country”
- Raoul de Roussy de Sales, “What Makes an American”
- Kim Ann Zimmermann, “American Culture: Traditions and Customs of the United States”
- ”President Barack Obama’s Inaugural Address,” 2009
- Joseph Stromberg, “The Real Birth of American Democracy”
- J. Carlisle Larsen, “What Makes an American an American?”
- The Aspen Institute, “Immigration & Civics: What Every American Should Know”
- Damien Cave and Todd Heisler, “The Way North”
- Robert P. Jones and Daniel Cox, “America’s Changing Religious Identity”
- William H. Frey, “Race, American Identity, and the Census”
- Meredith Hindley, “World War I Changed America and Transformed Its Role in International Relations”

CULMINATING TASK:

Group Presentation: Collaboratively research, create, and deliver a presentation about American identity in a research pathway area.

Reflective Narrative: Write an individual reflection on your research process.

SECTION DIAGNOSTICS:

- **Section 1:** Expository Response
- **Section 2:** Socratic Seminar
- **Section 3:** Expository Response Expanded Revision

KNOWLEDGE:

- Multiple perspectives on American identity
- Seminal U.S. documents

- Content knowledge in a research pathway area: culture, democracy and civic engagement, immigration, religion and law, race and ethnicity, war

The Great Gatsby

Grades 11-12 Collection A: Development Unit

American Literature: Novel

EXPLORE: How do perceptions, illusions, and dreams influence our lives?

- What does The Great Gatsby suggest about the American Dream?
- How does Fitzgerald tell the story and develop characters in The Great Gatsby?
- How does Fitzgerald use literary devices in The Great Gatsby?
- How do literary critics variously view and interpret The Great Gatsby?

CENTRAL TEXTS:

- F. Scott Fitzgerald, *The Great Gatsby*
- Alexis de Tocqueville, “Why the Americans Are so Restless in the Midst of Their Prosperity”
- Langston Hughes, “I, Too”
- Charles Scribner III, “Celestial Eyes: From Metamorphosis to Masterpiece”
- Jesmyn Ward, “Jay Gatsby: A Dreamer Doomed to Be Excluded,” Introduction to the Scribner edition of *The Great Gatsby*
- Scott Donaldson, “The Trouble with Nick: Reading *Gatsby* Closely”
- James M. Mellard, “Counterpoint as Technique in *The Great Gatsby*”
- Thomas Boyle, “Unreliable Narration in *The Great Gatsby*”

CULMINATING TASK:

Literary Analysis: Choose one of the following options:

1. What does *The Great Gatsby* ultimately suggest about human perception, illusions, and dreams — and potentially about the American dream?
2. As a narrator, is Nick Carraway the novel’s “most important character,” a judgmental “snob,” or an “unreliable” voice?

SECTION DIAGNOSTICS:

- **Section 1:** Literary Analysis
- **Section 2:** Literary Analysis
- **Section 3:** Literary Analysis
- **Section 4:** Academic Discussion - Fishbowl Debate

KNOWLEDGE:

- The American Dream
- The American novel
- Literary criticism of The Great Gatsby
- Roaring Twenties

Friday Night Lights

Grades 11-12 Collection A: Development Unit

Narrative Nonfiction

EXPLORE: How do high school athletics reflect American society?

- How do fans impact student athletes?
- How do race and socio-economic issues shape the perspectives of student athletes?
- What is the impact of gender on student athletes and athletic culture?
- How do the lessons student athletes learn about values impact their perspective on American society?

CENTRAL TEXTS:

- H. G. Bissinger, *Friday Night Lights*
- Ivy DeJesus, “Unchecked, Unchallenged and Unabashed: Is Racism in High School Sports Being Tolerated?”
- Alana Samuels, “The White Flight From Football”
- Laura Pappano and Eileen McDonagh, “Women and Men in Sports: Separate is Not Equal”
- Amanda Ripley, “The Case Against High-School Sports”
- Sara Corbett, “Baseball for Life"

CULMINATING TASK:

Expository Essay: Write an expository essay analyzing how Bissinger portrays high school athletic culture, focusing on one of the following aspects: fandom, race, gender, or values.

SECTION DIAGNOSTICS:

- **Section 1:** Expository Response
- **Section 2:** Comparative Expository Response
- **Section 3:** Comparative Expository Response
- **Section 4:** Formal Academic Discussion

KNOWLEDGE:

- American athletic culture
- Issues of race and socioeconomic status
- Gender issues
- Values and sports

The Warmth of Other Suns

Grades 11-12 Collection A: Development Unit

Historical Nonfiction

EXPLORE: How do we construct the story of a complicated history?

- What were the push-and-pull factors that impacted people's decisions to migrate from the South?
- How do Wilkerson's choices in terms of sources, organization, and structure convey her perspective and purpose?
- What was the relationship between the "end" of slavery and the Great Migration?
- How can a single decision change the trajectory of someone's life?

CENTRAL TEXTS:

- Isabel Wilkerson, *The Warmth of Other Suns*
- US Census Bureau, "The Great Migration, 1910 to 1970"
- Michael Siegel, "The Great Migration, 1900-1929"
- Everett Lee, "A Theory of Migration"
- Sam Pollard, *Slavery by Another Name*
- W.E.B. Du Bois, "The Migration of Negroes"
- Richard Wright, "Between the World and Me"
- Claude McKay, "The Lynching"
- Langston Hughes, "One-Way Ticket"
- Langston Hughes, "The South"
- Isabel Wilkerson, "The Great Migration and the Power of a Single Decision"
- Jacob Lawrence, *The Migration Series*
- The Chicago Defender, "Where We Are Lacking" and "Some Don'ts"
- The Atlanta Constitution, "Penalties of Migration"

CULMINATING TASK:

Literary Analysis: Explain the significance of a narrative structural choice made by Wilkerson to construct the history of the Great Migration.

SECTION DIAGNOSTICS:

- **Section 1:** Literary Analysis
- **Section 2:** Academic Discussion
- **Section 3:** Presentation
- **Section 4:** Expository Response
- **Section 5:** Academic Discussion

KNOWLEDGE:

- The Great Migration
- Slavery and reconstruction
- Racism in America
- Narrative structure in historical nonfiction
- Artists' portrayals of history

Telling Stories with Film

Grades 11-12 Collection A: Development Unit

Topical Movie and Text Set

EXPLORE: How do we tell stories with film?

- How does a movie tell a story?
- How do filmmakers use key elements of storytelling?
- Which techniques do filmmakers use to create a style, mood, and atmosphere in their movies?
- How do filmmakers and actors create characters and bring them to life?
- How do movie characters reinforce, reflect, transform, or defy stereotypes?
- From a filmmaker's perspective, which storytelling elements are essential for creating a great movie?

CENTRAL TEXTS:

- Theodore Melfi, *Hidden Figures*
- Pixar in a Box, "The Art of Storytelling"
- Student-selected films from the unit viewing list
- Gabriela Cowperthwaite, Blackfish
- Mindy Kaling, "Flick Chicks: A Guide to Women in the Movies"
- Wes Anderson, *Rushmore*
- George Tillman, Jr., *The Hate U Give*
- Howard Suber, "Attributes and Aptitudes"
- Laci Texter, "Hello, Hitchcock: Replicating Angles to Enhance Your Videos"

CULMINATING TASK:

Film Proposal: Develop an idea for your own original feature film and create a "pitch packet" for your idea.

SECTION DIAGNOSTICS:

- **Section 1:** Movie Analysis and Synopsis
- **Section 2:** Comparative Movie Analysis
- **Section 3:** Oral Presentation: Movie Review
- **Section 4:** Character Sketch for a Movie

KNOWLEDGE:

- The art of making movies
- Movie criticism
- Narrative elements in movies
- Filmmaking techniques
- Characterization, stereotypes, and icons
- Pitching a movie

The American Dream of Homeownership

Grades 11-12 Collection A Development Unit

Topical Text Set: Argumentation

EXPLORE: How viable is the American dream of homeownership?

- Why has homeownership been considered part of the American Dream?
- How has the dream of homeownership manifested itself in American political, social, and cultural history?
- What do recent trends in US society suggest about the viability of American homeownership?
- Why has homeownership been a "dream deferred" for many Americans?

CENTRAL TEXTS:

- Anthony Depalma, "Why Owning a Home Is the American Dream"
- Jim Cullen, "The Dream of Home Ownership" from *The American Dream: A Short History of an Idea that Shaped a Nation*
- Malvina Reynolds, "Little Boxes"
- Joint Center for Housing Studies of Harvard University, "The State of the Nation's Housing"
- Paul Krugman, "Home Not-So-Sweet Home"
- Langston Hughes, "Harlem"
- Isabel Wilkerson, "Legacy of the Great Migration"
- Lorraine Hansberry, excerpts from *A Raisin in the Sun* (optional)
- Martin Luther King Jr., "Martin Luther King and Fair Housing in Chicago"
- Walter Mondale, "The Civil Rights Law We Ignored"
- Marissa Chappell, "The False Promise of Homeownership"
- Ta-Nehisi Coates, "The Case for Reparations"

CULMINATING TASK:

Argumentative Essay: Take a position and write an evidence-based argument in response to a current issue about homeownership in America.

SECTION DIAGNOSTICS:

- **Section 1:** Evidence-Based Claim and Explanatory Response
- **Section 2:** Delineation and Evaluation of an Argument
- **Section 3:** Argument Outline and Proposal
- **Section 4:** Synopsis of Proposed Argument

KNOWLEDGE:

- Argumentation
- American dream of homeownership
- The FHA and GI Bill
- The growth of suburbia
- The 2008 mortgage crisis and great recession
- Redlining and discriminatory real estate practices
- The Fair Housing Act of 1968
- Affordable housing issues and debates

What Do I Want To Research?

Grades 11-12 Collection A: Application Unit

Student-Determined Text Set: Research

EXPLORE: Student-Generated Inquiry Questions

- What topic, question, or idea would I like to know more about?
- What research-based claims can I make about my topic, and how did my process of investigation lead me to these conclusions and discoveries?
- Which strategies are best for investigating important questions or problems about my area of investigation, to yield new, valuable insights and information?
- How can the research process help my team arrive at a deeper understanding of a topic or idea?

CENTRAL TEXTS:

- Texts identified and researched by students

CULMINATING TASK:

- **Research Portfolio and Group Presentation:** Compile comprehensive research on a specific question.
- Collaborate to develop and deliver a presentation of your research team's findings to your learning community.

SECTION DIAGNOSTICS:

During each Section Diagnostic, students submit their research portfolio to receive feedback on elements of their research project, such as their research questions, pertinent research tools, analysis of sources, and draft presentation materials.

KNOWLEDGE:

- Topics researched by students
- Inquiry process
- Research process

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 Can I Prepare for Life after High School?	How can I prepare for life after high school?	Topical	Research Portfolio/ Reflective Narrative
1984	How can stories send messages to society?	Novel	Original Narrative and Literary Analysis
Hamlet	How many ways can the same text be read?	Drama	Literary Analysis
In the Time of the Butterflies	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	*1984*
Hamlet	*Hamlet*	Community
1984	*In the Time of the Butterflies*	*Hamlet*
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: *In the Time of the Butterflies*	**Assigned Independent Reading throughout the Year:** *1984*	**Assigned Independent Reading throughout the Year:** *In the Time of the Butterflies*

How Can I Prepare for Life After High School?

Grades 11-12 Collection B: Foundation Unit

Topical Text Set: Career Preparation and Pathways

EXPLORE: How can I prepare for life after high school?

- What postsecondary pathway is the best for me?
- Why is that postsecondary pathway the best for me?
- What skills do I have that will prepare me for the postsecondary program I have been researching?

CENTRAL TEXTS:

- Anthony P. Carnevale et al., “The College Payoff: Education, Occupation & Lifetime Earnings”
- CareerOneStop, “Interest Assessment”
- Northeastern University, “Professional Degree vs. Academic Degree: What’s the Difference?”
- Georgetown University, “Three Educational Pathways to Good Jobs”
- The Princeton Review, “How to Write a High School Resume for College Applications”
- Additional texts from career pathway areas

CULMINATING TASK:

Research Portfolio: Conduct research on your chosen postsecondary pathway and compile a portfolio of artifacts.

Reflective Narrative: Write a reflective narrative that describes your research and explains why you have chosen your postsecondary pathway.

SECTION DIAGNOSTICS:

- **Section 1:** Expository Response
- **Section 2:** Resume; Annotated Bibliography; Practice Postsecondary Application
- **Section 3:** Reflective Response

KNOWLEDGE:

- Postsecondary options and pathways
- Resume and cover letter writing
- Annotated bibliographies
- Knowledge in a career pathway area

1984

Grades 11-12 Collection B: Development Unit

British Literature: Novel

EXPLORE: How can stories send messages to society?

- How do the central ideas of 1984 relate to contemporary issues?
- How can storytelling be a powerful medium for sending messages to society?
- How does Orwell use literary elements, such as characters, conflict, setting, and imagery, to create a dystopian society that is reflective of modern societies?

CENTRAL TEXTS:

- George Orwell, *1984*
- Lee Rainie and Maeve Duggan, “Privacy and Information Sharing”
- Amy Mitchell, et al., “Many Americans Say Made-Up News Is a Critical Problem That Needs to Be Fixed”
- Diane F. Halpern, “Critical Thinking for College, Career, and Citizenship”
- Sherryl Clark, “Research Tips for Fiction Writers: Where to Find Information and How to Use It Effectively”
- Rob Henderson, “The Science Behind Why People Follow the Crowd”
- George Orwell, Excerpt from *Why I Write*
- Masterclass, “Learn About Narrative Arcs: Definition, Examples, and How to Create a Narrative Arc in Your Writing”

CULMINATING TASK:

Original Narrative and Literary Analysis: Research a contemporary issue and write a narrative to send a message to society.

Write a literary analysis of your narrative, defending your narrative choices and evaluating their effectiveness.
Assemble a writing portfolio.

SECTION DIAGNOSTICS:

- **Section 1:** Expository Response
- **Section 2:** Research Portfolio and Presentation, Annotated Bibliography
- **Section 3:** Narrative Vignette and Literary Analysis
- **Section 4:** Socratic Seminar

KNOWLEDGE:

- Dystopian literature
- Authority and control
- Privacy and surveillance
- Propaganda
- Language and critical thinking
- Historical context of *1984*
- Contemporary issues related to *1984*
- Themes and Central Ideas related to authority and control; privacy and surveillance; propaganda, language, and critical thinking

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Hamlet

Grades 11-12 Collection B: Development Unit

British Literature: Drama

EXPLORE: How many ways can the same text be read?

- Is the character Hamlet a tragic hero?
- Is the character Hamlet "mad"?
- What does the play reveal about the gender roles of the time?
- What insights does the play offer about the politics of power?

CENTRAL TEXTS:

- William Shakespeare, *Hamlet*
- Brooklyn College, "Overview of Tragedy"
- A. B. Shaw, "Depressive Illness Delayed Hamlet's Revenge"
- Tenney L. Davis, "The Sanity of Hamlet"
- Kenneth Branagh, *Hamlet*
- Steve Henderson, "Hamlet: A Feminist Argument"
- Elaine Showalter, "Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism"
- John Everett Millais, *Ophelia,* Painting
- Simone Augstine Blackmore, "The Real or Assumed Madness of Hamlet"
- Zamila Abdul Rani et al., "Discovering Feminism through Gertrude and Ophelia in Shakespeare's *Hamlet*"
- Andrew Gurr, "The Claudian Globe"

CULMINATING TASK:

Literary Analysis - Critical Response: Choose one of three essays of literary criticism written about *Hamlet*.

Write a literary analysis essay that defends or challenges a claim of the chosen literary criticism essay

SECTION DIAGNOSTICS:

- **Section 1:** Literary Analysis
- **Section 2:** Philosophical Chairs Discussion
- **Section 3:** Literary Analysis
- **Section 4:** : Socratic Seminar

KNOWLEDGE:

- Shakespeare and Hamlet
- Tragedy and the tragic hero
- Perspectives of literary criticism:
    - Archetypal
    - Political
    - Psychological
    - Feminist

In the Time of the Butterflies

Grades 11-12 Collection B: Development Unit

Historical Fiction

EXPLORE: What makes a revolutionary?

- What are the social and personal impacts of living in a totalitarian state?
- How do factors such as gender, age, and socioeconomic class affect people living under a dictatorship?
- How can the novel be viewed through different critical lenses?
- How are rhetorical, stylistic, and literary elements used in the novel?
- How does Julia Alvaraz depict the Mirabal sisters as revolutionary leaders?

CENTRAL TEXTS:

- Julia Alvarez, In the Time of the Butterflies
- Bill Leonard, “El Jefe’ -Portrait of a Dictator”
- Office of the Historian, Foreign Service Institute, “Dominican Republic (Document 305) U.S. Relations with the Dominican Republic”
- Juleyka Lantigua-Williams, “When a Dictator Becomes Part of Your Family”
- Rita Dove, “Parsley”
- Mark Memmott, “Remembering to Never Forget: Dominican Republic’s ‘Parsley Massacre’”
- Celeste Headlee, Julia Alvarez, and Edwidge Danticat, “Dominicans, Haitians Remember Parsley Massacre”

CULMINATING TASK:

Literary Analysis - Critical Perspective: How does Julia Alvaraz depict the Mirabal sisters as revolutionary leaders? Analyze the novel through one of the following literary criticism lenses:

- Historical
- Biographical
- Marxist
- Feminist

SECTION DIAGNOSTICS:

- **Section 1:** Explanatory Response
- **Section 2:** Literary Analysis
- **Section 3:** Literary Analysis
- **Section 4:** Socratic Seminar

KNOWLEDGE:

- Dominican Republic: culture and history
- Rafael Trujillo regime
- Totalitarianism and dictatorship
- Perspectives of literary criticism

Community

Grades 11-12 Collection B: Development Unit

Topical Text Set: Poetry, Memoirs, Essays, and Arguments

EXPLORE: What does it mean to belong to a community?

- What are the defining characteristics of a community?
- In what ways are individuals' identities shaped by their communities?
- How do writers convey the essential elements of their communities?
- How do writers convey the value and legitimacy of their communities?
- In what ways do digital communities differ from non-digital communities?

CENTRAL TEXTS:

- Casey Noenickx et al., "Where I'm From': A Crowdsourced Poem That Collects Your Memories of Home"
- Elizabeth Acevedo, "Stoop Sitting" • Fatimah Asghar, "If They Should Come for Us"
- J. D. Vance, *Hillbilly Elegy*
- James Baldwin, *The Fire Next Time*
- Amy Tan, "Mother Tongue"
- Gloria Anzaldua, "How to Tame a Wild Tongue"
- William Deresiewicz, "The End of Solitude"
- Robert Putnam, "Bowling Alone: America's Declining Social Capital"
- Ryan M. Milner and Whitney Phillips, "The Internet Doesn't Need Civility, It Needs Ethics"
- Whitney Phillips, "It Wasn't Just the Trolls: Early Internet Culture, 'Fun,' and the Fire of Exclusionary Laughter"
- Toni Morrison, "The Site of Memory"

CULMINATING TASK:

Blended Personal Narrative/ Explanation/ Argument: Write a blended piece in which you convey an important message about your community that you want outsiders to understand.

SECTION DIAGNOSTICS:

- **Section 1:** Socratic Seminar
- **Section 2:** Analysis of an Argument
- **Section 3:** Rhetorical Analysis
- **Section 4:** Philosophical Chairs Discussion

KNOWLEDGE:

- Community as a concept
- Individual vs. collective
- Impacts of socioeconomics, migration, and racial constructs
- Responses to change and social upheaval
- Rhetorical strategies for persuasion
- Digital communities

Artificial Intelligence

Grades 11-12 Collection B: Development Unit

Topical Text Set: Argumentation

EXPLORE: How is artificial intelligence affecting our world?

- What is artificial intelligence?
- What are the different types of artificial intelligence?
- How has artificial intelligence affected aspects of society, such as the job market, decision-making, and individual privacy?
- What are the risks of using artificial intelligence in society?

CENTRAL TEXTS:

- Peter Stone et al., “Artificial Intelligence and Life in 2030”
- 2001: A Space Odyssey - ”Hal’s Watching” excerpt
- *Fortune Magazine*, “Fortune Brainstorm Films: Artificial Intelligence”
- Tannya D. Jajal, “Distinguishing Between Narrow AI, General AI and Super AI”
- *National Geographic*, “What is Technological Singularity?”
- Sam Harris, “Can We Build AI Without Losing Control Over It?”
- Future of Life Institute, “Benefits & Risks of Artificial Intelligence”
- Stephen Hawking, “Will Robots Outsmart Us?”
- Benedikt Frey and Michael A. Osborne, “The Future of Employment: How Susceptible Are Jobs to Computerisation?”
- Michael Xi, “AI Doesn’t Eliminate Jobs, It Creates Them”
- Chris Meserole, “What is Machine Learning?”
- Julia Angwin et al., “Machine Bias”
- United States. Executive Office of the President, “Big Data: Seizing Opportunities, Preserving Values”
- Yoshua Bengio,”The Montreal Declaration: Why We Must Develop AI Responsibly”
- Texts determined by subtopic research area: job markets, machine learning, or privacy

CULMINATING TASK:

Argumentative Essay: Take a position and write an evidence-based argument in response to a current issue about the use and impact of artificial intelligence in our society.

SECTION DIAGNOSTICS:

- **Section 1:** Evidence-Based Claim and Explanatory Essay
- **Section 2:** Delineation and Evaluation of an Argument
- **Section 3:** Argument Outline and Proposal
- **Section 4:** Synopsis of Proposed Argument

KNOWLEDGE:

- Argumentation
- Artificial intelligence: definitions
- Types of AI

- Impacts and risks of AI for society
- AI and employment
- Machine learning
- AI and privacy
- The future of AI in society

What Do I Want To Research?

Grades 11-12 Collection B: Application Unit

Student-Determined Text Set: Research

EXPLORE: Student-Generated Inquiry Questions

- What topic, question, or idea would I like to know more about?
- What research-based claims can I make about my topic, and how did my process of investigation lead me to these conclusions and discoveries?
- Which strategies are best for investigating important questions or problems about my area of investigation, to yield new, valuable insights and information?
- How can the research process help my team arrive at a deeper understanding of a topic or idea?

CENTRAL TEXTS:

- Texts identified and researched by students

CULMINATING TASK:

- **Research Portfolio and Group Presentation:** Compile comprehensive research on a specific question.
- Collaborate to develop and deliver a presentation of your research team's findings to your learning community.

SECTION DIAGNOSTICS:

During each Section Diagnostic, students submit their research portfolio to receive feedback on elements of their research project, such as their research questions, pertinent research tools, analysis of sources, and draft presentation materials.

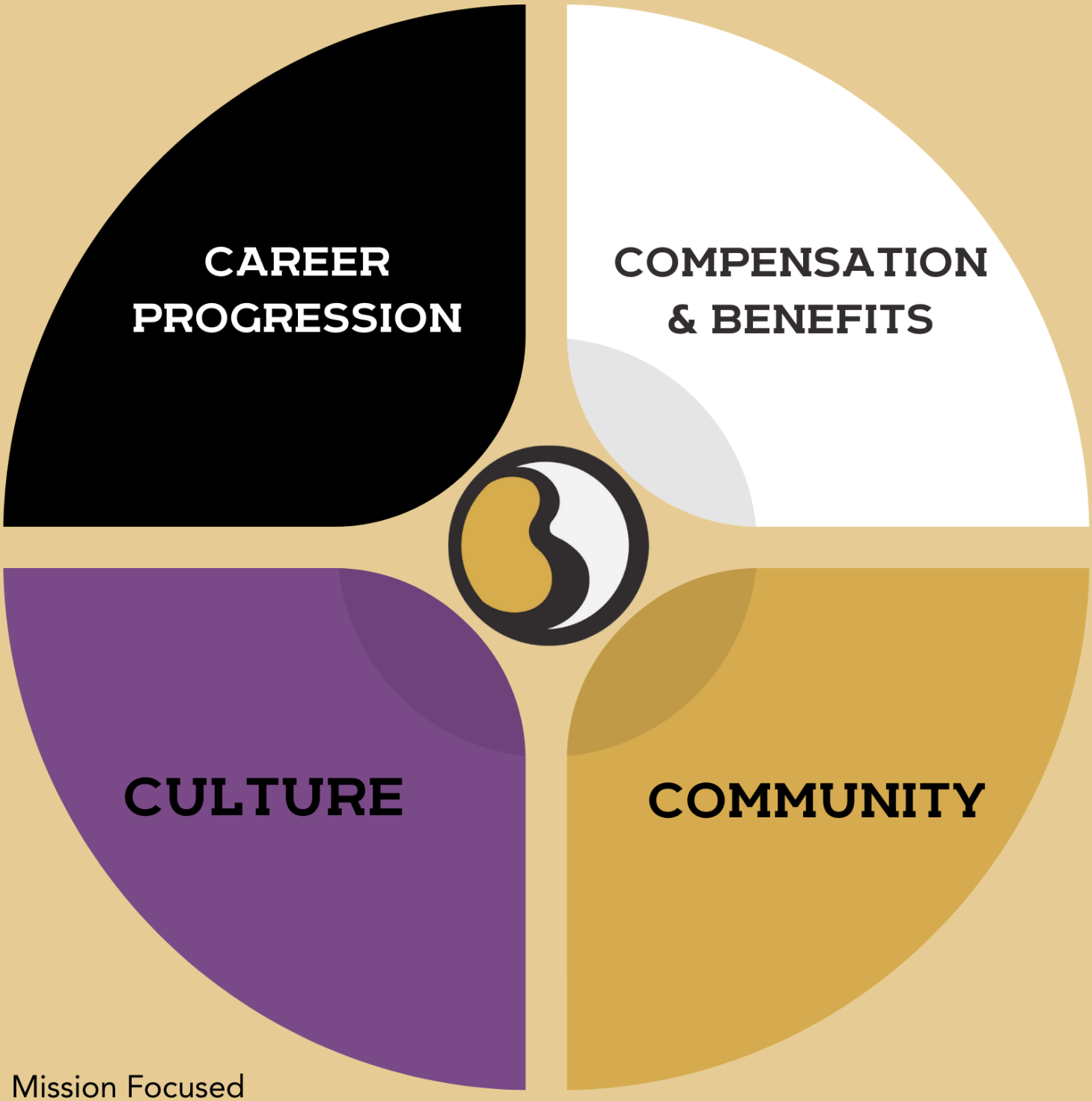
KNOWLEDGE:

- Topics researched by students
- Inquiry process
- Research process

A.2.4 Employee Value Proposition

- Personal & Professional Growth
- Weekly Coaching Sessions
- Mentorship Opportunities
- Challenge & Impact

- Competitive Compensations
- Up to 5% Salary Bonus
- Additional Stipend Opportunties for Extracurriculars and Summer School
- Monthly 3-Day Weekends



- Mission Focused
- Free School Based Counseling
- Adult Village Model
- 2 Planning Periods Daily

- Diverse, Family-Like Team
- Growing Network
- Adult Village Model

EMPLOYEE VALUE PROPOSITION

A.2.5 Scope and Sequence: Teacher Professional Development

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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 • Plan & practice critical routines and procedures moment-by-moment : o Explain what each routine means and what it will look like o 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: o Plan the "I Do": how you will model the routine o Plan what you will do when students don't get it right 2. **Strong Voice:** Stand and speak with purpose • 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 **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:* • *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 • Write precise learning objectives that are o Data-driven (rooted in what students need to learn based on analysis of assessment results) o Curriculum plan-driven o 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 • 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

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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:** • 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 • 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 • Deliberately scan the room for on-task behavior: o Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly o "Be Seen Looking": crane your neck to appear to be seeing all corners of the room • Circulate the room with purpose (break the plane): o Move among the desks and around the perimeter o Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work o Move away from the student who's speaking to monitor the whole room **4. Whole-Class Reset** • 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 o 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** • 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 • 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 • Create & implement a monitoring pathway: o Create a seating chart to monitor students most effectively o Monitor the fastest writers first, then the students who need more support • Monitor the quality of student work: o Check answers against your exemplar o Track correct and incorrect answers to class questions • Pen in hand: Mark up student work as you circulate o Use a coding system to affirm correct answers o Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you'll follow up)

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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** • Give the students a simple challenge to complete a task: o 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 • 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: • 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** • Narrate what students do well, not what they do wrong o "I like how Javon has gotten straight to work on his writing assignment." o "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: o Praise answers that are above and beyond or strong effort **9. Individual Student Corrections** • 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: o Proximity o Eye contact o Use a non-verbal o Say student's name quickly o Small consequence	**RESPOND TO STUDENT LEARNING NEEDS** **6. Habits of Evidence** • 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: • Poll the room to determine how students are answering a certain question. o "How many chose letter A? B? C? D?" o [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 • Give students a clear listening/note-taking task that fosters active listening of the model, and then debrief the model: o "What did I do in my model?" o "What are the key things to remember when you are doing the same in your own work?" • Model the thinking, not just a procedure o Narrow the focus to the thinking students are struggling with o Model replicable thinking steps that students can follow o Model how to activate one's own content knowledge and skills that have been learned in previous lessons o 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

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GET BETTER FASTER SCOPE & SEQUENCE

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:
	• Deliver explicit step-by-step instructions for group work:
	  o Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.)
	  o Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand).
	  o Give timed instructions, with benchmarks for where the group should be after each time window
	• Monitor the visual evidence of group progress
	  o Check in on each group every 5-10 minutes to monitor progress
	• Verbally enforce individual & group accountability:
	  o "You are five minutes behind; get on track."
	  o "Brandon: focus."
		LEAD STUDENT DISCOURSE 101
		9. Re-teaching 201—Guided Discourse: Let students unpack their own errors & build a solution
		• Show-Call: post student work (either an exemplar or incorrect response) & ask students to identify why that answer is correct/incorrect
		• Stamp the understanding:
		  o "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:
		• 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:
		  o "Tell me more."
		  o "What makes you think that?"
		  o "How do you know?"
		  o "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:
		• 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…."

Uncommon Schools | Change History.

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)	None! Once you get this far, you can focus entirely on rigor and deepening your content knowledge.	**LEAD STUDENT DISCOURSE 201** **12. Strategic Prompts:** Ask strategic questions to targeted students in response to student error • Prompt students to access previously learned knowledge: o Point students to resources (notes, posted concepts and content) o "What do we know about __ [content learned in previous classes]?" o Use a prompting guide (e.g., *Great Habits, Great Readers* Guided Reading Prompting Guide) to design questions • Call on students based on their learning needs (data-driven) o Call on lower and middle-achieving students to unpack question o If they struggle, try a higher achieving student o If they are easily unpacking, try a lower achieving student o 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 o Probe deeper: "[Peer], have you considered this point….?" **13. Go Conceptual:** Get students to do the conceptual thinking • Ask students to verbalize a conceptual understanding of content, not just the answer to a specific question: o "That's the procedure. Now tell me why that works." o "Can you generalize the idea to apply to all problems like this one?" o "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: o "That's the right idea generally. Now state it again using proper mathematical/historical/scientific language." o "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 o "What would the answer be if I changed it to [change the problem to something more complex]?" o "Is there an alternative way to solve this problem/do this task?" o "What do you think is the strongest counter-argument to yours and how would you refute it?"

A.2.6 Instructional Coaching Organizational Chart

Instructional Coaching Org. Chart
BELIEVE Saint Louis Academy

		Principal	Assistant Principal	Dean of Instruction	STEM Department Chair	Humanities Department Chair
Year 1	**Teaching Load**	None	Not Applicable	None	Not Applicable	Not Applicable
	Coaching Load	1-2 Teachers	Not Applicable	5-6 Teachers	Not Applicable	Not Applicable
Year 2	**Teaching Load**	None	None	None	3 Class Sections	3 Class Sections
	Coaching Load	None	2-3 Teachers	7-8 Teachers	1-2 Teachers	1-2 Teachers
Year 3	**Teaching Load**	None	None	None	2 Class Sections	2 Class Sections
	Coaching Load	None	3-4 Teachers	7-8 Teachers	2-3 Teachers	2-3 Teachers
Year 4	**Teaching Load**	None	None	None	1 Class Section	1 Class Section
	Coaching Load	None	3-4 Teachers	8-10 Teachers	3-4 Teachers	3-4 Teachers

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) *The established set of attitudes impacting self growth.*	
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) *A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.*	
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) *Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.*	
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) *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.	**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) *The established set of attitudes impacting self growth.*	
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) *A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.*	
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.
		11-12.LS.7 Understand the importance of networking for enhancing achievement of education and career goals.
	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.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.
		11-12.LS.10 Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.
	13. Initiative Apply self-motivation and self-direction to work and learning.	**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.

BELIEVE
STL ACADEMY

Scholar/Family Handbook

Agency, Autonomy, Acceleration

Table of Contents

Mission, Beliefs and Vision **3**

School Information **3**

Academics **5**

Attendance Policy **8**

Discipline Policy/Student Code of Conduct **11**

School Dress Code Policy **20**

Inclement Weather **22**

Technology Acceptable Use Policy **22**

BELIEVE Visitor Policy **24**

Student Rights **24**

Student Grievance Policy **27**

No Solicitation **29**

Transgender and Gender Nonconforming Students **29**

Student Initiated Groups **32**

Medical Policies **33**

Safe Learning Environment **34**

Staff Members Transporting Scholars by Car **34**

Special Education **34**

English Language Learners **35**

Dear Families and Scholars,

Welcome to BELIEVE STL Academy, a tuition free public charter school serving families in St. Louis, Missouri. We are grateful that you've chosen BELIEVE!

The policies and procedures in this Handbook are designed to help our school run efficiently and effectively. This information has been carefully prepared to acquaint you with the school's operational procedures as well as to help you become an integral part of the BELIEVE Family. We want each of you to feel that you are a welcome part of the school and that BELIEVE is your school. Please read this handbook carefully and completely.

Our mission is to support your Scholar with developing the professional skills necessary to be successful in our ever-changing society. Our values are centered around our Scholars building their personal brand and displaying the agency and autonomy necessary to be a leader in whatever field they choose when they graduate. Our consistent and high expectations are designed to ensure that our students never lose an opportunity for small stuff. In addition, we intend to have an environment that allows for student voice and autonomy to allow for student leadership to show.

If you still have questions after reading this handbook, please do not hesitate to contact the school. The Parent/Scholar Handbook is updated annually (addendums may be sent during Year 1). It is by no means to be interpreted as being a complete list of rules and regulations of BELIEVE STL Academy. It should, however, help you to know your school better and navigate through the school year more successfully. Let's partner to ensure our Scholars achieve the greatness they are destined for!

Sincerely,

Kimberly Neal-Brannum

Kimberly Neal-Brannum
Founder and Executive Director

Mission, Beliefs and Vision

Vision
BELIEVE Leaders will be equitable , independent, and influential citizens within their local and global community.

Mission
BELIEVE STL Academy is a public college and career preparatory high school dedicated to the achievement of students in the St. Louis City 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.

BELIEVE Schools does not and shall not discriminate on the basis of race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation, or military status, in any of its activities or operations.

Our Model
At BELIEVE STL Academy, we will strive toward our mission guided by three principles which include:

- **Acceleration**- All BSTLA students will follow the Missouri high school graduation requirements outlined by the Missouri Department of Elementary and Secondary Education. In addition, all 9th and 10th graders will have access and opportunity to enroll in an AP or dual-credit course. Through our Early College partnerships, BSTLA students will be dually enrolled in college or career classes starting in 9th grade. Students will have a more rigorous curriculum and course load to ensure they are prepared for the college or career pathway of their choosing.

- **Agency**- All BSTLA students will engage in identity and leadership development and social, emotional, and cultural intelligence training; and engage in a micro-society of student norms/expectations to develop the autonomy to be successful in all aspects of adulthood.

- **Autonomy**- All BSTLA students, in collaboration with their family and school advisor, will develop a Purpose Plan, which is a 6-8 year individualized plan aimed at attaining the skills and credentials necessary to launch their first career. Purpose Plans will include the rigor of their course schedule, scaffolded responsibility/autonomy through the Milestone Tracker, and the development of their passions through an electronic portfolio of BSTLA experiences. BSTLA students will evolve into change agents empowered to design their life's trajectory.

Equity Statement

BELIEVE Schools firmly believe that we have to understand our past in order to forge a path into the future. BELIEVE Schools was developed in 2018 with the belief that we can create a new way of educating students in our country. As an organization and an institution of learning, we are committed to having a deep understanding of diversity including race, ethnicity, gender, socioeconomic status, religion, and sexual orientation. We have a deep responsibility to educate and acknowledge our stained past and ensure that all of our stakeholders are committed to anti-racist practices. Our community will be inclusive, diverse, and equitable. We will assess our practices and policies regularly to ensure that we fulfill our commitments. BELIEVE was born out of love, and it will continue to grow in love for all.

School Information

School Address

School Phone Number

School Website
www.believeschools.org/stl

Main Office
The Main Office is open from 7:30 a.m. to 4:00 p.m., and office staff can be reached via telephone at XXX-XXX-XXXX. Voicemail will activate when no one is available to answer your call or if you call outside of normal business hours. During the school day, the telephone is available for scholar use for urgent or emergency matters. If you need to reach a teacher, the best times to call are before or after the scholars' school day. During the school day, you may be transferred to classrooms; however, depending on the class schedule, you may receive the teacher's voicemail.

Important Dates for the 2024-2025 School Year

* PULLED FROM ACADEMIC CALENDAR *

Hours for scholars:
8:20 a.m. to 3:55 p.m.
Scholars arriving for breakfast may enter the building at 7:45 a.m.
Scholars are tardy after 8:20 a.m.
Dismissal will begin at 3:55 p.m.

Office Hours 4:00 p.m. to 4:45 p.m.

Healthy Food Policy

Breakfast and lunch are served daily in our cafeteria. Scholars who choose to bring their lunch to school may do so. HEALTHY LUNCH is required. We recognize the impact sugar and certain foods have on child development. Please see the appendix for this article https://www.bulletproof.com/diet/healthy-eating/too-much-sugar-bad-for-brain/ and FDA Probes Link Between Food Dyes, Behavior.
The synopsis that captures our perspective the most is listed here:

- Sugar — in all its forms — can wreak serious havoc on your brain, causing mental health issues, decreased cognitive function, and even dementia
- Sugar acts like an addictive substance, lighting up the same areas of your brain as drugs like cocaine
- Sugar can directly contribute to depression and increase anxiety
- Too much sugar can create insulin resistance.

Knowing this information motivates us to ensure that when our students are in school and trying to learn, we have to protect them from the pitfalls that eating sugary snacks/meals and some processed foods can cause. In light of this, we will not allow any candy, cakes, sugary snack foods, or soda/juice/drinks on campus. Scholars are only allowed to drink water, milk, zero sugar drinks or 100% fruit juice on campus. Scholars cannot have foods such as Takis and Flaming Hots. The school will provide a vending machine with healthy snack options and a microwave/refrigerator for students to cool/warm up food from home.

Students are allowed to have Grubhub/DoorDash delivered on Fridays only during the lunch period. BELIEVE staff will not be responsible for food deliveries or handling any outside food on any other days. If your child has an open campus and is able to go outside, they are welcome to eat what they like off of school grounds. Parents are also welcome to have lunch with their scholars outside or in the conference room.

Personal Items/Lost and found
BELIEVE is not responsible for damage or loss to any personal items. Scholars are not to bring toys to school. Unclaimed items will be kept in a designated area. All unclaimed items will be donated or disposed of at the end of each semester.

Change of Address or Telephone Number:
In order for the school to handle emergencies, maintain communication, and maintain current records, please notify the main office of any change of address or telephone number affecting both home and/or work.

Academics

Grading Periods
There are two semesters per school year. Each semester will be divided into two grading periods. Weekly grades will be accessible to scholars and families through our online student information system (SIS), Schoolrunner. Parents and scholars are encouraged to regularly track progress in . Report cards will be distributed four times during the school year on the following dates:

- October 2024
- January 2025
- March 2025
- May 2025

Report cards can be picked up from the school throughout the school day on each date indicated above. Please note: Scholars will receive credits at the end of each semester for the classes in which they successfully pass.

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/International Baccalaureate/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.

Class Rank: Class rank will be determined by the cumulative weighted GPA.

Academic Eligibility
Students who participate in athletics and/or extracurricular activities must maintain a 2.3 GPA to fully participate in extracurriculars. Additionally, scholars cannot have any F's on weekly progress reports and/or report cards. Scholars with F's will be placed on probation until their grades have increased.

Promotion and Graduation Policy
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.

Credit Recovery
Scholars who do not meet the academic and BELIEVE's career and college exploration requirements will be expected to make up the requirements as outlined below. Only scholars who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies. Scholars who do not meet all the requirements at least one week before the subsequent school year must make up the credit potentially 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.

Dual Enrollment/Dual Credit
Dual credit courses are courses which can be taken to earn both high school credit as well as college or university credit. BELIEVE STL Academy students have the opportunity to enroll in dual credit courses available at BELIEVE STL Academy during the school day or may take a dual credit course at a college or university. Prior approval is required for a course taken at a college or university to be counted toward a student's BSTLA diploma requirements.

BELIEVE STL Academy offers dual credit courses in partnership with several Missouri Colleges, including: St. Louis Community College, St. Louis University and Harris-Stowe State University. In order to earn dual credit, some colleges require prerequisite test scores, and testing requirements can vary depending on the individual course. Each college has their own specific application and enrollment processes, and deadlines are enforced.

Academic Integrity
BELIEVE strives for integrity, honesty, and fairness in our academic pursuits.

Academic dishonesty: Students must understand that copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of cheating. These types of academic dishonesty will result in loss of credit and/or failure according to the discretion of the teacher. Students may receive an automatic detention or more severe penalty if their cheating continues.

Deliberate plagiarism

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Obtaining a term paper and handing it in as one's own.

Accidental plagiarism

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

Cheating

- Obtaining a copy of tests or scoring devices, or altering scores/grades.
- Copying another student's answers during a test.
- Providing another student questions or answers to, or copies of, actual test or quiz questions.
- Having or using non-permitted materials during test
- Duplicating another student's project or work for submission as one's own work.
- Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test.
- Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test.

The following consequences may occur for students who engage in acts of academic dishonesty:

- Automatic 0 on the assignment
- Character Academy
- Teacher/student/Dean of Culture/parent conference

For more severe or repeat violations of academic dishonesty, consequences will be more severe (e.g. suspension, homework must be handed in to the office, etc.)

Attendance Policy

Attendance: Absences may be excused only for an illness, doctor's appointment, observance of a religious holiday, death in the immediate family, or verifiable family emergency. These absences can be excused only if a written note from the legal guardian is received in the campus main office within 48 hours of the student's return to school. If a student is going to be absent, parent(s)/guardian(s) should inform the main office before classes begin.

For excused absences and absences due to suspension, students will be provided the opportunity to make up any missed work (including tests) for equivalent credit and generally, students are given as many days to turn in work as they were absent. For example, if a student is absent for two days, he or she would have to turn in make-up work by the second day he or she returns. Community service hours are not counted if done during the school-day hours that students are absent or suspended.

Students who are absent for all or part of any day may not attend or participate in any extra-curricular event or sporting event without written permission from the principal.

Students who are absent for all or part of any day for "cut days," "senior cut days," "skip days," "ditch days," or any similar events may be denied participation in any extra-curricular event or sporting events such as prom, a luncheon, or graduation. Additionally, students may receive a minimum of five points.

Reasons for which scholars may be excused include, but are not limited to:

1. illness verified by a note from a parent/guardian or Physician;
2. illness in the scholar's immediate family;
3. death in the immediate family;
4. quarantine for contagious disease;
5. Military Connection Family (e.g. absences related to deployment and return)
6. religious reasons or
7. other parent requests approved by administration.

Each scholar who is absent must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Scholars MUST bring a note to school after each absence explaining the reason for the absence or tardiness.

Unexcused absences

All absences other than those listed above are considered unexcused. **A written (on paper or electronically) or phone call from the parent/guardian is required each time a child is absent.** The note/call MUST explain the reason for the absence or tardiness. When possible, parents should send a doctor's statement to school with the scholar following his/her absence. Class attendance is relevant for

your child to achieve academic success. An accumulation of unexcused absences can result in a conference with the principal or social worker, losing the semester, or retention at the current grade level. Chronic absenteeism includes students absent from school for ten percent (10 percent) or more of a school year for any reason.

Excessive Student Tardiness, Extended Absences and Truancy
Any student having 10 or more unexcused absences, or 20 total absences, excused or unexcused combined at any time during the school year risks being retained. The BELIEVE School follows state reporting procedures for truancy.

Leaving Campus: Students are not permitted to leave campus once they are inside the building until they earn the privilege. Leaving the campus without authorization may result in loss of privileges or possible suspension.

Early Dismissals or Late Arrivals: Whenever possible, scholars are encouraged to make medical or other appointments after school hours or on weekends. In the rare event that a scholar needs an early dismissal or late arrival, the following procedures must be followed:

- The legal guardian or a designated emergency contact with guardian approval must come to sign the scholar in or out of school.
- The scholars must make up for all missed work.
- Only early dismissals or late arrivals for a verified doctor's appointment, observance of a religious holiday, death in the immediate family, or verifiable family emergency will count as excused absences. All other late arrivals or early dismissals are considered unexcused. Official documentation verifying the absence should be brought to the campus main office upon arrival to school.

Late arrivals and early dismissals will have the following impact on a scholar's attendance and discipline record:

Length of Time Missed in a School Day	Late Arrival
1-24%	1-4 points
25-49%	¼ day absent (plus 1-4 points)
50-74%	½ day absent (plus 1-4 points)
75-99%	n/a

Homebound and Hospital Attendance: Virtual instruction will be provided if a scholar's medical doctor provides written documentation anticipating that, due to a medical condition, the scholar will 1) be unable to attend school for two or more consecutive weeks or (2) be absent on an ongoing intermittent basis totaling two or more weeks.

Discipline Policy/Student Code of Conduct

Similar to academic growth, self-discipline is a skill that develops over time and requires a deliberate community approach of both support and accountability. Every BELIEVE scholar receives social and emotional development from dedicated Village Leaders who guide students through the BELIEVE experience. Village Leaders provide important feedback and encouragement to scholars along with consistent communication to parent(s)/guardian(s). We assume the best in every scholar and seek to provide positive reinforcement at every opportunity, whether in the hallways, in the classroom, or at extracurricular events. Scholar leadership is also developed through a variety of campus-specific programs such as peer mentorship programs, student council, and a host of other leadership opportunities in extracurricular activities. Finally, with dedicated staff on campus, scholars have access to emotional care and support. With the rigors of our academic curriculum, we encourage scholars to communicate when facing obstacles and to utilize the available support. When conflict and tension between students is known, we implement restorative strategies to de-escalate conflict and actively provide mediation with staff and/or social workers. We use restorative practices proactively and responsively to address conflict and repair harm. We also utilize structured behavioral interventions to teach students coping skills and provide social and emotional instruction to teach appropriate behaviors and avoid the occurrence of misbehavior.

At BELIEVE, we believe our core values represent the mindsets and behaviors necessary to forward our mission of empowering scholars to lead exemplary lives. When upholding expectations, we are clear, consistent, positive, and firm. Our core values drive our community expectations.

The purpose of BELIEVE's Student Code of Conduct (SCC) is to promote professional behavior, agency, and autonomy. The SCC is not intended to address the entire spectrum of scholar misbehavior; instead, it outlines a range of appropriate consequences proportionately related for certain inappropriate behaviors. School officials may establish campus-specific procedures to further address student misconduct as long as it is consistent with this policy. Believe consults with parent and staff advisory committees to annually review the SCC.

The SCC applies to actions of scholars 1) while on school property during school hours and before and after school 2) while traveling on school vehicles to or from a school activity, team function, or event, 3) off school grounds at all school-sponsored activities or events that approximate a reasonable relationship to the school, and 4) while using the school's internet network or any electronic devices. This code also applies to actions of scholars off school property before or after school hours if those actions pose a substantial likelihood of disruption to the learning environment in the school.

Prior to being subject to any exclusionary discipline, scholars shall be provided appropriate due process, while consistently following the policies outlined below. *See 'additional support for and during exclusionary discipline'*.

A scholar's IEP will be followed. When determining any disciplinary consequence for misconduct by a student with a disability which may result in a suspension for more than 10 cumulative school days or which will result in a change of placement, the IEP team will consider all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parent(s)/guardian(s) to determine if the conduct was a manifestation of the student's disability.

At BELIEVE, we believe our core values represent the mindsets and behaviors necessary to forward our mission of empowering scholars to lead exemplary lives. When upholding expectations, we are clear, consistent, positive, and firm. Our core values drive our community expectations.

Points: A point is one tool of accountability intended to 1) encourage professional work habits of self-discipline in individual scholars, 2) promote and protect physical and emotional safety for all community members, and 3) uphold school cleanliness. A scholar can be assigned from 1-4 points for an infraction. More serious infractions may earn more severe consequences as outlined in the SCC. Staff members discuss and norm on the number of points issued for a consequence, except when prescribed by the list below.
A scholar's IEP and/or 504 Plan may impact the implementation of the points outlined below.

BELIEVE Scholar Status

BELIEVE Code of Ethics	Behaviors = Points
Build Your Brand	
Prompt & Present	Tardy to School = 2 points Tardy to Class = 1 points Cell Phone = 1 points Skipping Class, Skipping/Leaving School = 5 points Forgot Materials/Chromebook = 1 points Inappropriate Technology (Websites) = 5 points Dress Code Violations = 2 points
Safe Space	Cursing, Disrespectful Language = 2 points Disruptive Behavior = 1-4 points *(horseplay, throwing things, arguing)* Inappropriate displays of affection = 2-4 points
Value & Respect	Defacing/Devaluing School Property = 2-5 points *(Students will pay for damage or do community service)* Student or Teacher Disrespect = 2-4 points Not Cleaning Up = 1 points
One Voice	Classroom Disruption = 1 point *(Talking, Interruptions, Not Respecting Speaker)*
Input = Output	Off-Task Behavior = 1 point Work Refusal = 2 points Unhealthy Foods = 2 points Academic Dishonesty = 5 points Removal from Class = 5 points

BELIEVE POINT SYSTEM

Points-Resets Every 5 Weeks	Intervention
1-4 Points	If a scholar accumulates 4 points within a day they will be removed from class and sent to the Culture office.
5-9 Points	If a scholar accumulates 5-9 points in a day they will be placed in isolation the following school day.
10-14 Points	Automatic Character Academy
15-19 Points	Call home immediately. Meeting with parent or

	guardian before scholar can return to class
20 Points	2 Day in school isolation

BELIEVE Scholar Status-Level Up

Scholar Status	Privileges to Unlock
BELIEVER in Training *Period 5 Weeks* *All scholars start the year as a Believer in Training.* *Period: (Week 2- Week 7)*	• Cell Phone at Lunch & *Transitions*
Believer ***Agency:*** *Earn 1 of 6 Badges on Job Ready* ***Autonomy:*** *No More Than 6 Points in Current Period* ***Acceleration:*** *Not Failing any Classes and Completed All Diagnostic Testing* *Period: (Week 8 - Week 13)* *Week 8 Friday Level Up*	• **Above privileges** • *Listen to Music on ChromeBook (Acceleration Block & MathLab)* • Lit Lunch Friday VS Friday Acceleration Block for BELIEVER in Training (Academic Support)-1 Hour
Associate Believer ***Agency:*** *Earn 2 of 6 Badges on Job Ready* ***Autonomy:*** *No More Than 5 Points in Current Period* ***Acceleration:*** *2.3 GPA* *Period: (Week 14 - Week 20)* *Week 14 Friday Level Up Day*	• **All above privileges** • Lunch in Lounge/Outside/Rotunda/Foyers • **Gray Believe T-Shirt** • **Sony Headphones** • First Friday (Food Truck & Jean Day w/Believe Gear)

Lead Believer ***Agency:*** *Earn 3 of 6 Badges on Job Ready* ***Autonomy:*** *No More Than 4 Points in Current Period* ***Acceleration:*** 2.5 GPA *Period: (Week 21 - Week 26)* *Week 21 Friday Level Up Day*	• **All above privileges** • **¼ Zip Believe Fleece** • 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
Executive Believer ***Agency:*** *Earn 4 of 6 Badges on Job Ready* ***Autonomy:*** *No More Than 2 Points in Current Period* ***Acceleration:*** *2.75 GPA & Enrolled in Dual Enrollment or Dual Certification Program* *Period: (Week 27 - Week 32)* *Week 27 Friday Level Up Day*	• **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)
Senior Executive Believer in Training ***Agency:*** *Earn 5 of 6 Badges on Job Ready* ***Autonomy:*** *No Points* ***Acceleration:*** 3.0 GPA *Period: (Week 33 - Week 38)* *Week 33 Friday Level Up* *End of 9th Grade First 5 Weeks of 10th Grade*	• **All above privileges** • **Cardigan** • 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)
Senior Executive Believer	• **All above privileges**

Agency: *Earn 6 of 6 Badges on Job Ready* ***Autonomy:*** *No Points* ***Acceleration:*** *3.0 GPA* *Period: (Week 33 - Week 38)* *Week 33 Friday Level Up* *End of 9th Grade First 5 Weeks of 10th Grade*	• **Cardigan** • 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:

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.

A student's IEP and/or 504 Plan may impact the implementation of the above.

Points Appeal: Students may communicate and advocate on their behalf if they feel points were improperly issued by following the campus specific timeline and process.

Status Cycles: Throughout their time at Believe, scholars participate in ongoing status cycles—set windows where they are asked to monitor and reflect on their ongoing actions and the impact of those actions. The cycle is 5 Weeks for grades 9 and 10. A scholar is demoted one status for each multiple of five points he/she/they earns within a behavior cycle. For example, five points within a cycle equals one status and ten points within a cycle equals automatic character academy. Thus, if a scholar receives only one, two, or three points within a

cycle (or have one, two, three remaining points after statuses have been issued), these points reset to zero once the cycle ends.

BELIEVE Character Academy

Character Academy serves as our intensive social and emotional support system for scholars that struggle with agency and autonomy. This replaces traditional exclusionary discipline practices. At BELIEVE we believe scholars should be in school learning and growing from their mistakes. Scholars should always feel included in our community. The purpose of Character Academy is 1) encourage self-reflection in students and 2) promote personal self- discipline in students. Students may earn Character Academy for any offense listed above in the "Unacceptable Behavior & Corrective Disciplinary Consequence" table. Character Academy can be issued for a maximum of five consecutive school days and can be issued in conjunction with Out of School Suspension; the consecutive amount of days a student can be removed from the classroom for any one offense is eight days. A student with an IEP assigned to Character Academy will be provided additional support reflecting their individual needs per their IEP. Believe is committed to only offering this program when resources and staffing allow for quality student supervision and development. Therefore, Character Academy is subject to staff availability and resources. Additionally, misbehavior while assigned to Character Academy may result in further discipline.

The duration of Character Academy can vary from 1 to 5 days depending on the needs of the scholar.

Scholars may earn Character Academy when but not limited to:

A. A scholar has accumulated 10 points for violating BELIEVE's Code of Ethics
B. A scholar has exhibited behaviors that violate the expectations of BELIEVE's Code of Ethics
C. A scholar participates in an egregious violation of school safety

Potential Restorative Practices	
Edmentum SEL Programs	Presentation in front of Village
Collaborative Activity (puzzles)	Research of topics pertinent to the violation
Community Service	Peer Review Board
Daily Check-In with Dean of Culture	Specialized Programming

Exclusionary Discipline: BELIEVE strives to maximize instructional time and to protect the learning environment for all students. BELIEVE employs a host of behavior interventions and restorative practices to limit the number and duration of exclusionary discipline days, resolve threats, and address disruptions including consistent student advisors, fully staffed culture teams, character development classes, and conflict resolution practices to ensure students meet the high expectations for behavior with ample support when they struggle. BELIEVE uses exclusionary discipline practices, such as suspensions, as a last resort. Students who are subject to exclusionary discipline will be provided notices consistent with legal requirements for all exclusionary discipline and upon the student's return, the campus will facilitate a re-engagement plan. Exclusionary discipline will only be used for legitimate educational purposes under the following conditions:

1 to 3 school days suspension: Used when a student commits an act of gross misconduct and their presence poses a threat to school safety, and/or disruption to other students' learning opportunities. In the written suspension decision notifying the family of the suspension of one to three days, BELIEVE will explain the specific act of gross disobedience or misconduct and the rationale for the specific duration of the suspension. The decision to suspend will be done on a case-by-case basis and will be reviewed by campus administration.

4 or more school days suspension: Used when other appropriate and available behavioral and disciplinary interventions have been exhausted and the presence of a student who has committed an act of gross misconduct poses a threat to the safety of other students, staff, or the school community or substantially disrupts, impedes, or interferes with the operation of the school. The decision to suspend a student for four days or more will be determined on a case-by-case basis. In the written suspension decision for a suspension, BELIEVE will explain the specific act of gross disobedience or misconduct, explain the rationale for the specific duration of the suspension, and will document whether other behavioral and disciplinary interventions were attempted or whether the school determined there were no other appropriate and available interventions.

Suspension Process: Students who have been suspended may not appear on campus nor may they attend any school functions (before school, after school, during the evening, or over the weekend) while suspended. Violators of this policy will be considered trespassing. They may, however, enter the school to take or prepare for certain assessments. Students will be provided the opportunity to make up any missed work (including tests) for equivalent credit and generally, students are given as many days to turn in work as they were suspended. Students suspended for four school days or longer are provided with appropriate and available support services during his/her/their suspension.

In the event a student is subject to exclusionary discipline, he/she/they will be provided with all legal required notices:

The student will be provided a pre-suspension review conference during which time the student will be informed of the alleged misconduct against him/her/them and will be given the opportunity to respond. If the student's

presence poses continuous danger to persons or property, or an ongoing threat of disruption to the educational process, then he/she/they will not be provided a pre-suspension review conference, and the suspension will commence immediately. Parent(s)/guardians(s) will be called and informed of the suspension. Parent(s)/guardian(s) will be provided with a misconduct report and suspension letter (via email, mailed home, or hand delivered to the parent(s)/guardian(s). The student will be required to participate in a mandatory re-engagement meeting where staff will help the student plan for a successful re-entry back into the learning environment and make a clear plan for any necessary restorative actions.

Within five days of the notice of the suspension, a parent/guardian or student may request a review before a hearing officer to appear and discuss a suspension. The request and reason for the review of the suspension must be put into writing to the suspension hearing officer either by email (admin@believeschools.org) or by mail (insert address) postmarked within the five business days. If you fail to make a request for review during this time frame, it shall be considered a waiver of your right to a review. After the review, the hearing officer will provide a written summary of the evidence provided and make a recommendation to the Executive Director, who will take such action as he/she/they finds appropriate. The Executive Director will provide written notice of the final decision via first class mail. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

Expulsions, not to exceed one calendar year, may be imposed when other appropriate and available behavioral and disciplinary interventions have been exhausted and the presence of a student who commits an act of gross disobedience or misconduct poses a threat to the safety of other students, staff or the school community or substantially disrupts, impedes, or interferes with the operation of the school. In the written expulsion decision, BELIEVE will explain the specific act of gross disobedience or misconduct, explain the rationale for the specific duration of the expulsion, document whether other behavioral and disciplinary interventions were attempted or whether there are other appropriate and available interventions, and document whether appropriate and available support services are to be provided or whether it was determined that no such services exist for the student. No expulsion shall occur until after a hearing before a hearing officer appointed by the board.

Expulsion Process: When a campus determines that a student has committed an offense(s) which is (are) grounds for expulsion, has exhausted other appropriate and available behavioral and disciplinary interventions, and believes the continued presence of the student poses a threat to the safety of other students, staff, or members of the school community and/or substantially disrupts, impedes, or interferes with the operation of the school, the principal or designee will forward to the school board the appropriate misconduct report. The student may be suspended for up to eight school days pending an expulsion hearing conducted by a hearing officer. Upon conclusion of the hearing, the board will draft a hearing report and make a decision as they find appropriate. The maximum length for an expulsion is one calendar year. A written expulsion decision shall be required in which BELIEVE details the specific reasons why removing the student from the school is in the best

interests of the school, states a rationale with respect to the specific duration of time for the expulsion, documents whether other behavioral and disciplinary interventions were attempted (or whether the school determined that there were no other appropriate and available interventions).

Expulsion steps in order:

Principal or designee recommends the student for expulsion with a misconduct report to the board. Principal or designee contacts (minimum three attempts) parent(s)/guardian(s) to schedule expulsion hearing, documents that contact in ALMA/Schoolrunner, and notifies parent of the expulsion hearing via first class mail, certified mail and email, if available. The written request to appear to the parent(s)/guardian(s) shall include the time, date, and place for the hearing, briefly describe what will happen during the hearing, detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion, state the recommended length of expulsion, state that expulsions are determined on a case by case basis, and ask whether the student will be represented by an attorney. The campus schedules an expulsion hearing. Designated hearing officer will conduct the expulsion hearing. Representatives of the campus may present evidence and/or witnesses. A parent/guardian is strongly urged to attend. The campus representative and/or student or his/her/their representative may cross examine campus witnesses and present evidence. If an advocate or legal counsel is obtained (or if any member attending is an attorney), the school must be notified 24 hours prior to the expulsion hearing, and the contact information of the advocate and/or legal counsel must be shared.

BELIEVE's board of directors' designated must decide within three business days.
The board designated charter officer makes expulsion decisions and notifies parent(s)/guardian(s) within five business days of the expulsion hearing.

A parent/guardian may appeal BELIEVE's final determination of expulsion within three business days of the notice of expulsion. The reasons for the appeal of the expulsion must be put in writing to the Executive Director either by email (admin@believeschools.org) or by mail, postmarked within the 3 business days (insert address). The Executive Director will make a decision on the appeal within the three business days of receipt of the appeal and notify the parent of the determination.

Any student expelled from a BELIEVE campus must have prior consent from the principal to be on school grounds or to attend any school sponsored event.

Peer Review Board

Scholar led coalition, HEALING (Helpful. Empathetic. Attentive. Loving. Innovative. Nurturing. Grateful) Crew, will consist of six (6) scholars and one (1) professional staff member. The racial composition of the coalition will match the demographics of our school (this may change year to year, based on

enrollment). This coalition will serve as a peer mediation, peer to peer conflict resolution, and student liaisons to our Dean of Culture. This coalition serves as a student to staff pipeline to ensure students are included in disciplinary and culture issues at BELIEVE STL Academy.

School Uniform Policy

At BELIEVE, we believe a school uniform visually represents both consistency and unity, teaches attention to detail and establishes the tone for high expectations. Similar to the Student Code of Conduct, BELIEVE's dress code policy aims to instill habits of self-discipline and promote a strong sense of community in our schools. The dress code is strictly enforced. The school may work to support students in temporarily acquiring missing items. In situations where the uniform requirements cannot be met, students not in the school uniform may be assigned a point per day until the infraction is corrected. The dress code is in effect any time students are in the school building, except where mandated by legitimate religious requirements or with a note from a medical professional. During summer school, at school events and sporting events outside of the school building, or on dress for success days, rules on attire may be adjusted, but BELIEVE's self-expression policy always remains in effect.

The following uniform will be enforced for all Freshmen scholars:

1. Shirts and Outerwear
    a. Students must wear an unaltered school polo shirt or BELIEVE school t-shirt. Students may choose to wear a school approved sweater or sweatshirt over their polo.
    b. Students may wear a short sleeved shirt underneath their school polo or a long sleeved shirt the same color as the polo. Undershirt sleeves may not be visible at any time.
    c. Coats, non-school sweaters/sweatshirts, or any other outerwear are not permitted to be worn in school.

2. Pants and Skirts
    a.Students must wear unaltered pants or skirts in the designated campus color (black and khaki). Leggings, spandex material, or sweatpants are NOT permitted (no sagging or ripped pants).
    b. Skirts or shorts must be knee length or longer and with no slits.

3. Self-Expression- The use of tattoos, hair styles, jewelry, socks, accessories and piercings as a medium to express individuality and identity are welcome at BELIEVE. Expressions that meet any of the following criterion are not permitted:
    a. convey implied or expressed obscenities or sexual vulgarities
    b. promote the use of drugs, alcohol, tobacco products

c. promote or incite violence, gang activity, or other illegal acts,
d. convey other messages that impact the emotional and physical safety of the school community
e. impede the learning process

4.Head Coverings:
a. Permitted:
1) head coverings that honor religion and/or culture and
2) hats or head coverings necessitated by a medical issue.
b. Not permitted:
1) hats
2) head coverings that are used for sleepwear.

5. Footwear: Proper footwear must be worn at all times in the school buildings.
a. All shoes must be closed toed. Any non-traditional shoe must include a strap on the back. Flip flops, slippers and sandals are not permitted however, crocs worn in sport mode are acceptable.
b. Specific shoes will be required for special classes such as shops, laboratories and physical education.
c. Shoes with wheels are not permitted.

6. PE Dress Code:
a. Athletic Shoes
b.Leggings and joggers are permitted as long as no undergarments are showing, and all private parts are covered.
d. Long or short sleeve t-shirts. No midriff should show (no halters, no half-tops, spaghetti straps, or tank tops).
e. Students may still be required to participate in physical activities if they are not in full PE uniform.
f. Accommodations can be made to the PE uniform for religious exemptions.

School leadership reserves the right to determine if clothing is deemed inappropriate or disruptive to the school environment.

BSTLA will provide all students a t-shirt, sweatshirt, and polo for free, and parents will be able to purchase additional uniform items at Orientation, Purpose Path Meetings, and after school starts.

School Dress Code Policy

BELIEVE STL Academy believes that pride in one's self and school is often reflected in the way scholars dress. As an educational community we have the right to expect a higher standard of dress in

the school environment. The dress code is in effect any time students are in the school building, except where mandated by legitimate religious requirements or with a note from a medical professional. During summer school, at school events and sporting events outside of the school building, or on dress for success days, rules on attire may be adjusted, but BELIEVE's self-expression policy always remains in effect.

The following dress code will be enforced for all returning scholars who have reached the appropriate scholar status :

1. Shirts and Outerwear: Clothing should be so constructed and worn in a manner that is not unduly revealing.

a. Tops that may NOT be worn are tank tops, muscle shirts, tube tops, halter tops, backless shirts, tops with spaghetti straps, sheer or fishnet shirts, and cut-offs or other tops which show midriff.

b. Plunging necklines and excessive exposure is not acceptable. Our gauge for necklines will be 4"; the length of four fingers.

c. Coats and jackets are permitted to be worn to school. Coats cannot be worn during class.

d. Students who wear hooded sweatshirts are not permitted to wear the hoods.

2. Pants and Skirts: Clothing should be so constructed and worn in a manner that is not unduly revealing.

a. All shorts, skirts, and pants should not be unduly revealing, using the fingertip rule as a guide.

b. Rips and tears in pants and shorts must meet the fingertip length policy.

c. No undergarments should be visible (male or female) whether standing or sitting. Sagging pants or shorts are not permitted (outer level clothing must be at the waist line level at all times).

d. Pants must not drag the floor, as this presents concerns regarding safety.

e. Sweatpants, leggings, or athletic bottoms are only allowed on defined days.

3. Self-Expression: The use of tattoos, hair styles, jewelry, socks, accessories and piercings as a medium to express individuality and identity are welcome at BELIEVE. Expressions that meet any of the following criterion are not permitted:

a. convey implied or expressed obscenities or sexual vulgarities

b. promote the use of drugs, alcohol, tobacco products

c. promote or incite violence, gang activity, or other illegal acts,

d. convey other messages that impact the emotional and physical safety of the school community

e. impede the learning process

f. Sunglasses are not to be worn in the building.

4.Head Coverings:

a. Permitted:

1) head coverings that honor religion and/or culture and

2) hats or head coverings necessitated by a medical issue.

b. Not permitted:

1) hats

2) head coverings that are used for sleepwear.

5. Footwear: Proper footwear must be worn at all times in the school buildings.

a. All shoes must be closed toed. Any non-traditional shoe must include a strap on the back. Flip flops, slippers and sandals are not permitted however, crocs worn in sport mode are acceptable.

b. Specific shoes will be required for special classes such as shops, laboratories and physical education.

c. Shoes with wheels are not permitted.

6. PE Dress Code:

a. Athletic Shoes

b.Leggings and joggers are permitted as long as no undergarments are showing, and all private parts are covered.

c. Long or short sleeve t-shirts. No midriff should show (no halters, no half-tops, spaghetti straps, or tank tops).

d. Students may still be required to participate in physical activities if they are not in full PE uniform.

e. Accommodations can be made to the PE uniform for religious exemptions.

If there are any questions as to the appropriateness of any type of clothing, the school should be contacted in advance. In the event inappropriate clothing is worn or displayed, it is the responsibility of the scholar to make arrangements to immediately remedy the situation. Students will be sent to the office until appropriate clothing is obtained (t-shirts will be available for purchase); Scholars will not be permitted to leave the school to obtain appropriate clothing. Any class time missed may be required to be made up after school. Repeated violations of the dress code will result in loss of non uniform privilege

Inclement Weather

In case of inclement weather, BELIEVE will inform local television and radio stations. There will also be posts on all of our social media platforms. We will send messages out via REMIND and our Social Media first.

School Emergency Closure
In the event that the school must be closed early due to power, water, or emergency due to bad weather, the school must have the name, address and telephone number of an adult who could assume full responsibility for the safety of your child. Please help us keep accurate information by notifying the office of any changes.

Technology Acceptable Use Policy

Use of BELIEVE's technical resources, including computers, the internal network, and access to the Internet, must be consistent with the academic goals and expectations for the campus. The guidance that follows, known collectively as BELIEVE's Technology Acceptable Use Policy, does not attempt to state all required or proscribed behavior by students. Instead it provides broad guidelines that are illustrative of the expectations for use of technical resources at your campus. Failure to follow these guidelines or any misuse of the technical resources may result in the loss of privileges, disciplinary action, and/or appropriate legal action.

The following are guidelines for use of technical resources at your campus.

1. Use of computers, the internal network, and/or access to the Internet must be for school purposes only.
2. Computers and all other technical resources must be handled carefully and returned in the same manner in which they were received.
3. Students are accountable for everything done on BELIEVE's technical resources using their user ID, including accessing Internet content and sending emails or chats.
4. Students are expected to use technology in a responsible and respectful manner. In this regard, and primarily as it relates to use of the Internet,
    a. students are not allowed to access, use, share, or possess pornographic, gang-related, violent, illegal, or inappropriate digital content.
    b. students may not access social media programs, email, chats, blogs, or other online communication platforms without the consent of a staff member.
    c. students are not allowed to access, use, or possess unauthorized or illegally obtained hardware, software, data, or files.

d. students are not permitted to introduce non-Believe technology into the school's technical environment, mainly to prevent the spread of viruses, spyware, trojans, or denial-of-service programs
e. students may not alter network addresses or web site identifiers.
f. students must keep their login names and passwords private.
g. students must respect the privacy and rights of others and are not under any circumstances permitted to access the records of another student.
h. students may not use technical resources to make inappropriate or negative comments about other students, teachers, administrators, or the school.
i. students should not provide personal information for any purpose whatsoever on the Internet without prior consent from a campus staff member.
j. students must tell a campus staff member or a parent/guardian as soon as possible if they receive unsolicited contact by anyone over the Internet. Students should never share personal information or agree to meet with anyone who solicits such information from them through online means.

5. Unless otherwise permitted by campus staff, students may not use technical resources for non- school activities such as playing games, using social media or chat programs, listening to music, watching streaming media, fundraising, or engaging in any commercial activities including advertising or sales.

6.Files created, accessed, and/or saved by students on school computers are the property of Believe and are not considered private records. As with hard copy files that are stored in a locker, electronic files created, accessed, and/or saved on school computers may be monitored and accessed by campus staff at any time and without notification to the student. This includes emails that are sent or received by students.

BELIEVE Visitor Policy

The safety of our students and staff is our top priority. For this reason, our exterior doors remain locked at all times and guests must adhere to the following protocol.

Visitors are defined as individuals other than enrolled students and campus staff. Upon entry, visitors must stop at the reception desk where they must sign in and receive a visitor's badge. Visitors must only access the areas of the school that satisfy the intention

of the visit. Once the visit is complete, visitors should sign out, return the visitor's badge, and exit the building as soon as possible. Loitering or refusal to leave upon the request of school staff may result in removal by law enforcement.

Trespassing on school grounds is prohibited. Further, it is prohibited by law to commit criminal damage to school property, to vandalize school property, or to distribute/deliver written or printed solicitation within 1,000 feet of school property for the purpose of inviting students to an event in which a significant purpose is to commit or solicit illegal acts or will otherwise be held in or around abandoned buildings.

Threatening or offensive acts or language by a guest will not be tolerated. Visitors are expected to respect the educational environment and are subject to removal from the school at the discretion of staff. Visitors in such situations may also be banned from future visits to the school or campus events.

Student Rights

The right of students to freedom of expression shall not be abridged, provided that such right shall not cause the substantial likelihood of disruption within the school. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the principal (or designee).

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for an expression made or published by students.

Freedom of speech: A student's right to free speech comes with the following restrictions:

- What a student says may not disrupt the work and discipline of the school in a material or substantial way.
- A student's words may not incite others to disrupt the work or discipline of the school or disobey the laws.
- No students may be obscene.

- Students may not say (slander) or write things about (libel) another person that damage that person's reputation and are not true, if they know the statement to be false or don't care whether it is true or false.
- Students may not use fighting words, that is, words which when spoken are likely to produce a violent action. Included in this category would be racial, sexual, ethnic, or religious slurs.

Freedom of press: Students may express their opinions in publication and other written material as long as it follows standards of good practice. Unofficial or underground publications distributed at school will not be censored so long as they are signed by the author(s), and are not disruptive, defamatory,obscene, or containing “fighting words." Believe reserves the right to regulate the content of "school sponsored express activities" if that material is libelous, obscene, invasive of privacy, or likely to provoke disruptive or unlawful behavior. A sign posted must be signed by the person who puts it up and must be posted in the designated area in the school.

Freedom of religion: Students have the right to be absent from school for observance of the holy days of their religion. These absences can be excused only if a written note from the legal guardian is received in the main office within 48 hours of the student’s return to school. Students will be allowed the opportunity to make up any work from an absence due to religious observance for equivalent credit. These absences do not count towards the final promotion attendance number.

Right to access: All public events for parent(s)/guardian(s), students, and community members for whom an announced site for a school program or event is not usable may request 10 days in advance that the program be relocated into a site which would meet their needs to the extent it is possible. Requests should be made to the principal of the campus.

Equal Educational Opportunities: No student shall, on the basis of his or her sex, sexual orientation, race, color, national origin, ancestry, ethnicity, language barrier, religious beliefs or religious affiliation, physical, mental handicap or disability and medical condition, gender identity, status as homeless, economic and social conditions, or actual or potential marital or parental status be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. Any student may file a discrimination grievance with the Coordinator of Nondiscrimination at XXX-XXX-XXXX Complaints will be investigated and processed pursuant to the Uniform Grievance Policies.

Intimidation and Harassment Prohibited: No person, including a BELIEVE employee or agent, or student, shall harass, intimidate or bully a student on the basis of actual or perceived: race; color; nationality; sex; sexual orientation; gender identity; gender-related identity or expressions; ancestry; age; religion; physical or mental disability; familial military and civilian

status; physical appearance; order of protection status; status of being homeless; actual or potential marital or parental status; including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. BELIEVE will not tolerate harassing, intimidating conduct or bullying whether verbal, physical, or visual, that affects the tangible benefits or education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile or offensive educational environment. Examples of prohibited conduct include name calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or the wearing or possessing of items depicting or implying hatred or prejudice of one of the characteristics stated above. Any student may file a discrimination grievance with the Coordinator of Nondiscrimination. Complaints will be investigated and processed pursuant to the Uniform Grievance Policies.

Sexual Harassment Prohibited: Sexual harassment of students is prohibited. Any person, including a Believe employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
    a. Substantially interfering with a student's educational environment;
    b. Creating an intimidating, hostile or offensive educational environment;
    c. Depriving a student of educational aid, benefits, services or treatment; or
    d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics and spreading rumors related to a person's alleged sexual activities. Any student may file a discrimination grievance with the Coordinator of Nondiscrimination. Complaints will be investigated and processed pursuant to the Uniform Grievance Policies

Student Grievance Policy

Making a Complaint: Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Executive Director or campus principal.

- A student may choose to report to a person of the student's same sex.
- Complaints will be kept confidential to the extent possible given the need to investigate.
- Students who make good faith complaints will not be disciplined.
- An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the campus principal or associate principal for appropriate action.
- Any BELIEVE employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge.
- Any BELIEVE student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the Student Code of Conduct.
- Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

Procedures

Informal Resolution

A designated staff member will first try to resolve complaints without using this formal grievance procedure.

- A student and/or parent(s)/guardian(s) filing a complaint under this policy may decline any informal suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure.
- The designated staff member will not require a student or parent(s)/guardian(s) complaining of any form of harassment to attempt to resolve allegations directly,
- If a formal complaint is filed under this policy, the designee will address the complaint promptly and fairly.

Right to Pursue Other Remedies Not Impaired

- The right of a person to prompt and fair resolution of a complaint filed through these procedures will not be impaired by the person’s pursuit of other remedies, e.g., criminal complaints, civil actions, etc.
- Use of this grievance procedure is not needed in order to pursue other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.
- If a person is pursuing another remedy subject to a complaint under this policy, BELIEVE will continue with a simultaneous investigation under this policy.

Filing a Formal Complaint

- A person filing a complaint who wishes to use this grievance procedure may do so by filing a formal complaint with a school administrator after attempts at an informal resolution have not been successful.
- The person filing the complaint will not be required to file a complaint with a particular administrator and may request a Coordinator of Nondiscrimination of the same gender.
- The school designee may request the person filing the complaint to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardians(s).
- The Complaint Manager shall assist the person filing the complaint as needed.

Deadlines

All deadlines under this policy may be extended by the school designee as he or she deems appropriate. As used in this policy, school business days means days on which BELIEVE's main office is open.

Investigation

1. The coordinator of nondiscrimination will investigate the complaint or appoint a qualified person to undertake the investigation on his/her behalf.
2. The coordinator of nondiscrimination shall ensure both parties have an equal opportunity to present evidence during an investigation.
3. The complaint and identity of the person making the complaint will not be disclosed except:
    a. as required by law, or any governing agreement,
    b. as necessary to fully investigate the complaint, or
    c. as authorized by the person making the complaint, or by the complainant's parent(s)/guardian(s) if he/she is under the age of eighteen (18) years.

4. The identity of any witness may remain confidential at the discretion of the school designee unless required to be disclosed by law or any other governing contracts.
5. The identity of any student witnesses will not be disclosed except:
    a. as required by law or any governing agreement,
    b. as necessary to fully investigate the complaint, or
    c. as authorized by the parent(s)/guardian(s) of the student witness, or by the student if the student is eighteen (18) years of age or older.

Within 30 school business days of the date the complaint was filed, the school designee shall file a written report of his/her findings. The school designee may request an extension of time.

Decision and Appeal

Within 10 school business days after receiving the decision, the Complainant or the accused may appeal the decision by making a written request to school officials at BELIEVE. .

No Solicitation

No solicitation: Students may not sell any good or services for a fundraiser, charity, or any other reason whatsoever while on school grounds unless they are doing so with the express consent of campus staff and for a school-sponsored club or organization.

Transgender and Gender Nonconforming Students

Privacy

All students have a right to privacy. In addition, transgender and gender nonconforming students have the right:

- To keep their transgender, non-binary, or gender nonconforming identity private at school.
- To openly discuss and express their gender identity and expression at school and school activities.
- To decide when, with whom, and how to share private information.

School staff shall not disclose information that may reveal a student's transgender or gender nonconforming identity to others without the student's consent.

Names/Pronouns

Students have the right to be addressed by the name and pronoun that correspond to the gender identity they consistently assert at school. The following is not required for students to be addressed by their preferred name and pronouns:

- Court-ordered name change
- Medical or psychological documentation
- Consent from Parent(s)/guardian(s)

Official Records

The district maintains a permanent student record that includes the legal name of the student and the student's sex assigned at birth. The district shall change a student's official records to reflect a change in legal name or legal gender upon receipt of a court order that such legal name and/or gender have been changed pursuant to Missouri legal requirements.

District Electronic Databases

Students are NOT required to obtain a court-ordered name change and/or submit medical or psychological documentation to have their preferred name and/or gender included in the district's student information system. In the case where a student has not obtained a court-ordered name or gender change, the student's preferred name and/or gender should only be entered into the preferred name field. No information should be entered in the legal alert field.

Schools shall also provide a method for a student to change their name and/or gender marker anywhere that it may appear publicly, including (but not limited to) the following:

- School website
- Technology resources
- Student identification cards
- Yearbooks
- Graduation
- Other events

Restroom and Locker Room Accessibility

Students must be allowed to use facilities in a manner that makes them feel safest and most included in the school. All students are allowed to use restrooms and locker rooms that correspond with their gender identity. No student will be forced to use a private facility because of their transgender identity, non- binary identity, or gender expression.

The following accommodations should be assessed on a case-by-case basis, ensuring that these students feel supported, safe, and affirmed:

- An alternative request may be made by the student for privacy, safety, or other reasons. Reasonable alternative arrangements may include, but are not limited to, the use of a private area, separate changing schedule, or use of a single-stall restroom.
- Supports and accommodations must also be provided to gender non-binary students and students questioning their gender identity.
- Schools shall make the requested restrooms and locker rooms available immediately upon consultation with the student. Any alternative arrangement shall be provided in a way that protects the student's privacy and is consistent with the student's individual support plan.

P.E., Sexual Health Education, Sports, Clubs, School Events

Transgender and gender nonconforming students shall be provided the same opportunities to

participate in physical education as all other students. When gender segregation does occur (physical education class activities, clubs, school events, intramural and non-competitive sports), transgender and gender nonconforming students are allowed to participate in accordance with their gender identity, or in a manner that makes them feel safe and included.

Participation in competitive Missouri State High School Activities Association (MSHSAA) athletic activities and contact sports will be resolved in accordance with MSHSAA, which is available on their respective website.

Dress Code

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or expression, within the constraints of the dress codes adopted for all students at their schools. In general, schools shall not adopt dress codes that restrict students' clothing or appearance on the basis of gender. Gender neutral dress code applies to regular school days as well as any special events, including graduation ceremonies and prom. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

Overnight School Trips

Students shall be permitted to participate in accordance with their gender identity or in a manner that makes them feel safe, affirmed, and included. Accommodations shall be provided to gender non-binary students and students questioning their gender identity, regardless of whether the student is consistently asserting their identity at school. The principal or designee shall work with the student to determine the accommodations that will be provided, including hotel and room-sharing arrangements, based on the particular circumstances of the trip. Accommodations for overnight school trips shall be made clear to the student prior to their departure for the trip. Notification of accommodations is not required to either the parent(s)/guardian(s) of the transgender student or those of their peers.

Student Initiated Groups

Non-curriculum related student groups can meet on school premises for the purpose of religious, political, or philosophical discussion during non-instructional time if approved by the building principal, subject to the following:

- Attendance at the meeting must be voluntary and student initiated.
- The meeting will not be school-sponsored;
- One or more school employees shall be present in a non-official capacity only.
- Non-school persons may not direct, conduct, control, or regularly attend meetings.

- All school rules, applicable laws, and the constitutional rights of other persons must be observed.

Approval by the principal may not be denied on the basis of the religious, political, philosophical, or other content of the speech at a meeting unless the meeting does, or is likely to, materially and substantially interfere with educational activities within the school, is unlawful, or is in violation of any applicable school district policies or school rules.

Non-curriculum related student groups shall also be granted:

- Access to classrooms in the school for meetings and events during non-instructional time.
- Access to designated bulletin boards, upon which student groups may post written materials that have been reviewed and signed by a faculty member or administrator at the school (a disclaimer of school sponsorship may be required on such written materials).
- The ability to submit student group announcements to be made during advisory periods.
- The opportunity to hold fund raising activities and engage in community service.
- Access to scrolling video screens where announcements and events are communicated.
- Inclusion of the group in the school yearbook.

Non-curriculum related student groups cannot participate in or make presentations as a group to town hall assemblies held in the school. In addition, the school will not spend public funds on non-curriculum related student groups for transportation, teacher/sponsor salary, textbooks, equipment, uniforms, activity accounts, and anything else beyond the cost of the activities and opportunities listed above.

Medical Policies

Allergies: If a student has an allergy that would limit participation in school activities or the food program, the parent or guardian must provide written documentation from a medical professional detailing the type and extent of the allergy along with activities and foods that should be avoided.

Medications: If a student requires medication during school hours, the distribution of the medications will be supervised by the authorized employee or nurse under the following guidelines required by state law:

1. Prescription medications must be supplied in the original pharmacy container.
2. The container must be identified with the following information: student name, name of medication, and doctor's name and phone number.
3. Parent(s)/guardian(s) must sign the medicine administration release.

4. Non-prescription medications must also be supplied in the original container and must be accompanied by written consent from parent/guardian.

Each campus will identify a primary and backup employee authorized to administer medication in the absence of the school nurse. Generally campuses will designate the main office as the place to receive medications. For situations requiring additional or different accommodations, each campus will work with parent(s)/guardian(s) to create a plan best suited for the student's needs.

Documentation from a doctor must be on file at the school before any prescription medication will be administered to a student. The proper forms must be completed in the school main office annually. For over-the-counter medication, a note signed by the parent/guardian with directions must be on file at the school. Furthermore, a log will be kept on file that has the name of the student, the name of medication; the date and time it was administered, and the name of the person who administered it.

Students are not allowed to have medication in their possession or in their lockers. This includes over- the-counter medications. Students are permitted to carry EpiPens and inhalers consistent with the student's doctor's order that are in the student's file and in which proper consents have been granted.

Non-permitted medications will be confiscated.

BELIEVE and its employees and agents are exempt from liability or professional discipline, except in the case of willful or wanton misconduct, as a result of any injury arising from the administration of asthma medication, an EpiPen, or an opioid antagonist.
Parent(s)/guardian(s) must sign and return an acknowledgment of this policy to BELIEVE.

If any BELIEVE employee administers an EpiPen or opioid antagonist, whether or not undesignated, the school will provide the parents/guardians with notice after such administration.

Safe Learning Environment

We believe that all scholars have a right to a safe and healthy school environment. Schools and community have a duty to promote respect, acceptance, and tolerance.

Each year we revise our school safety plan. This includes fire exits, tornado locations, plans for lock down, and plans for evacuation. We hold practice drills as prescribed by law on a monthly basis. We

also have identified local businesses for safe refuge if needed. If a parent would like further information about our school safety plan they can inquire within the office.

Staff Members Transporting Scholars by Car

Please be aware that staff members are not allowed to transport scholars by car. Administrative, certified and classified staff members are prohibited from transporting any scholar by private vehicle. Any staff member found violating this policy assumes all legal/financial responsibility and liability for any incident that occurs. The staff member will face disciplinary action for insubordination and violation of Board Policy, up to and including termination.

Special Education

Special education is a continuum of services, not a place. It is an array of services and supports for scholars, parents, and staff that provide scholars with disabilities access to the curriculum and learning experiences of the public school, including nonacademic and extracurricular activities, through an Individualized Education Program (IEP) that addresses the scholar's strengths and challenges.

Federal statute (P.L. 94-142 and 101-476), known as the Education for All Handicapped Children Act of 1975 and the Individuals with Disabilities Education Act, as well as the Missouri Administrative Code (511|AC 7-31-1 et seq.) known as Article 7, guarantee all scholars with disabilities, three (3) years of age through the school year in which the scholar becomes twenty-two (22) years of age, a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). In adherence to these state and federal laws, the BELIEVE Special Education Plan for special education is intended to serve as a guide to those who work with scholars who may be eligible for special education services.

BSTLA believes that in all but rare cases, scholars with disabilities qualifying them for special education benefit the most from inclusionary practices. With our staffing model, classrooms will regularly receive support for small group targeted instruction, which will naturally lead to strong support for meeting the needs of scholars with IEPs. The flexibility in often having two adults in each classroom allows for IEP goals, interventions, and strategies to be easily met through inclusionary practices and evidence based strategies such as co-teaching. Instead of being pulled out of the classroom during prime instructional time, scholar needs can be met within the general education setting.

A parent/guardian has the right to make a request to a licensed personnel for an educational evaluation to determine special education eligibility. A referral is a written or verbal request. Immediately upon request to evaluate, a scholar and their parent/guardian are entitled to specific rights that are honored by BSTLA. These rights drive our procedures related to the referral, evaluation and eligibility determination of a scholar for special education services. If the parent initiates the request for evaluation, the SPED Team proceeds with the evaluation process unless there is clear evidence to

generate a refusal. The SPED Team is required to respond to the parent within 10 Instructional days in writing. If the school initiates the request for evaluation, the process to obtain consent for evaluation begins, and the SPED Team determines what scholars will receive testing for with the school psychologist. For further information regarding Special Education policies, services, and protocols at BELIEVE, please contact the school.

English Language Learners

At BELIEVE, English Language Learners will be identified through a Home Language Census that is completed during enrollment. The previous year's WIDA assessment will be used to identify a scholar's level of English Language Proficiency. Scholars new to Missouri will be screened to determine their given level of English Language Proficiency. Once a level is determined, ELL teachers will develop and execute appropriate Individualized Learning Plans with the assistance of parents/guardians to meet the scholar's needs. BELIEVE will have an onsite interpreter who assists in communication both verbally and in writing with ELL families. ILP's will be shared with the general education teachers and families. These plans list strategies, appropriate expectations, and testing accommodations. The ELL teacher will determine supports that can be inclusively provided within the general education classroom and which high need supports require a pull-out setting.

Cut and return to school signed

***** After you have read this book and discussed it as a family, please sign and return this page to your advisor.

I have read and discussed the rules and policies with my parents.
We understand and agree to follow our school rules.

Scholar Name: _____

Grade: _____

Scholar Signature: _____ Date: _____

Parent(s) Signature: _____ Date: _____

A.3.3 Purpose Pathway Meeting Agenda

BELIEVE Circle City High School

acceleration. agency. autonomy.

August Purpose Pathway Agenda

Quarter 1 Purpose Pathway Data

[Purpose Pathway Formstack Form]

Scholar Name: Village Leader:

Demographics	Age/DOB/Gender Identity	☐
	Parent/Guardian Information	☐
	Home Language/Technology	☐
	Accountability	☐
	Communication	☐
	Household Makeup	☐

Family History	Citizenship Status	☐Yes	☐No
	Free/Reduced Lunch?	☐Yes	☐No
	Custody Issues?	☐Yes	☐No
	Divorce/Trauma/Medical/Abuse?	☐	

Academic History	IEP/504/ILP?	☐
	Current Levels	☐

Scholar Development	Strengths	☐
	Weaknesses	☐
	Interests	☐

Professional Plan	Anticipated Grad Date	☐

	Post High School Goals/Plans	☐

Exploration Plan	College Visits	☐
	Career Exploration	☐

A.3.4 Sample Parent Letter - Assessment Performance Update

BELIEVE

BELIEVE STL Academy

Dear [Parent or Caregiver],

As the [2024-25] school year comes to a close, we would like to share with you measures of your child's progress over the past school year. Explained below are three different tools we use to measure our students' progress: *The Reading Inventory* test, the Edmentum Exact Path Quantile Test, and practice versions of College Board's SAT test.

In addition to a brief description of each of these tests, you will also find your child's scores from the beginning of the school year and the end of the school year. We have also included your child's summer school status, which we determine in response to their results on these three tests.

If you have any questions about this information, please feel free to contact us.

Thank you for your support in making this a great school year!

Sincerely,

The Believe STL Academy Team

READING

The Reading Inventory is a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level. *The Reading Inventory* is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level. The results of your child's performance on *The Reading Inventory* test are reported out as a Lexile score. Below are your child's Lexile scores from the beginning of the school year and the end of the school year.

TEST DATE	LEXILE TEST RESULTS GRADE LEVEL EQUIVALENT

MATH

To gauge students' progress in math, we are using an online learning program from Edmentum called Exact Path Quantile Testing. This digital tool targets each student's academic strengths and weaknesses with a computer-adaptive assessment, and then it prescribes a tailored playlist of lessons, practice, and short

quizzes at their learning level. Based on Edmentum's diagnostic test for math, your child's scores are below:

TEST DATE	EDMENTUM MATH TEST RESULTS	GRADE LEVEL EQUIVALENT

SAT

The SAT is a standardized college entrance exam that's accepted by every college in the U.S. and over 600 institutions internationally. It assesses the knowledge and skills your child is learning in the classroom—the same skills that are key to success in college and career. Most students take the SAT for the first time in spring of their junior year; some take it again in fall of senior year. To help our students at Believe prepare for this important test, we give a practice pre-SAT test at the beginning of each school year and a practice post-SAT test at the end of each school year. Below are your child's scores on each section of our pre- and post-SAT tests for the 2022-23 school year.

Test Date	OVERALL SCORE EBRW SCORE* *Evidence-based Reading & Writing Score	MATH SCORE
August 17, 2022		
December 7, 2022		
May 3, 2023		
GROWTH		
National Average	*1051 528 523*	

YOUR CHILD'S SUMMER SCHOOL STATUS

Based on your child's performance and progress, your child's summer school status is the following:

<INSERT STATUS>

A.4.1 Proposed School Calendar

| 2024-25 Academic Calendar

DRAFT!

June 2024

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						

July 2024

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			

August 2024

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

September 2024

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 2024

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		

November 2024

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

December 2024

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				

January 2025

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 2025

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	

March 2025

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					

April 2025

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			

May 2025

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 2025

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					

KEY

- Holiday (School Closed)
- Break (No School)
- Mandatory Instructional Day
- Quarterly Exams
- Instructional Planning (No School)
- Staff Prof. Dev. (No School)
- Purpose Pathway & Report Card Day (No School)
- Assessment Day (Early Dismissal)

Early College- Dual Enrollment Sample Schedule

Village Check-In

Dual Enrollment

Lunch

Village Check-In

Advanced Placement Courses

Flex Time/Study Hall

On-Campus

Off-Campus

Choice

Early Career- Dual Enrollment Sample Schedule

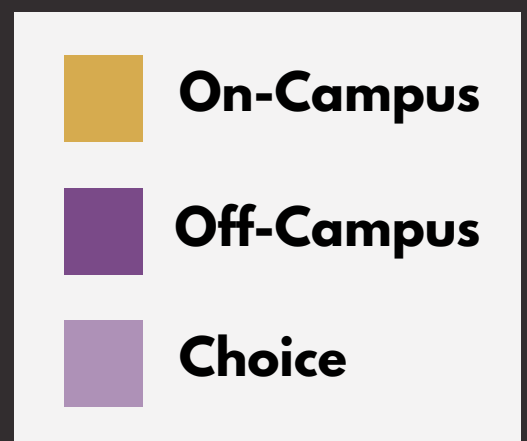
Village Check-In

BCC Courses/CTE

Lunch

Village Check-In

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



9th Grade Sample Schedule

Village Check-In

BCC Courses

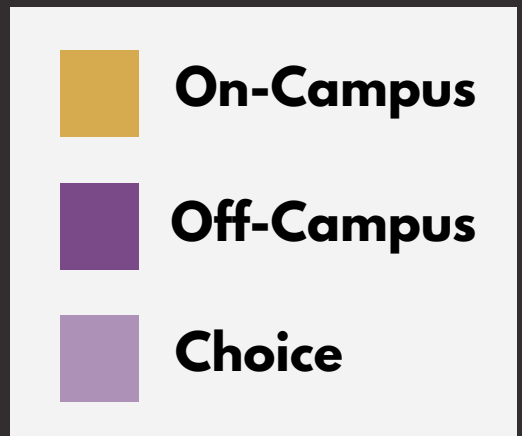
Lunch*

Village Check-In

Choice Courses/CTE

Flex Time/Study Hall*

*Scholar that has level-up.



BELIEVE
STL ACADEMY

McKinney-Vento Network Plan

Table of Contents

Section 1: Overview/General Information 3-4
- ➔ McKinney-Vento Homeless Assistance Act
- ➔ Definition of Homelessness
- ➔ Residency and Educational Rights
- ➔ Procedures for the Dissemination of Educational Rights

Section 2: Identification and Eligibility 4
- ➔ Title I Services and Funding
- ➔ School Selection
- ➔ Procedures to Identify and Verify Eligibility of McKinney-Vento Students

Section 3: Services and Standards 5
- ➔ Transportation
- ➔ Food Services
- ➔ Educational Materials and Technology
- ➔ Academic

Section 4: Enrollment 6 ➢ Enrollment Procedures
- ➔ Immediate Enrollment of Students
- ➔ Enrollment of Unaccompanied Youth
- ➔ Appeal and Dispute Processes

Section 5: Professional Development 7
- ➔ McKinney-Vento Professional Development Opportunities

Section 6: Educational Staffing and Support 8-9
- ➔ District Liaison's Roles and Responsibilities
- ➔ Building Level Liaison's Role and Responsibilities

SECTION 1: OVERVIEW/GENERAL INFORMATION:

McKinney-Vento Homeless Assistance Act:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987.The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. SEAs and local

educational agencies (LEAs) are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

Definition of Homeless (McKinney-Vento Act Sec. 725(2); 42 U.S.C 11435(2)):

Children who lack a fixed, regular, and adequate nighttime residence:

- ✓ "Double up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.
- ✓ Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.
- ✓ Living in emergency or transitional shelters.
- ✓ Living in a public or private place not designed for humans to live.
- ✓ Migratory children living in above circumstances
- ✓ Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings
- ✓ Unaccompanied Youth - Children or youth who meets the definition of homeless and not in the physical custody of a parent or guardian

Residency and Educational Rights:

Students who are in temporary, inadequate and homeless living situations have the following rights at BELIEVE St. Louis Academy:

- ✓ Immediate enrollment in the school the student attended when previously housed or the school in which the child or youth was last enrolled, including preschool.
- ✓ Access to free meals and educational materials, Title I and other educational programs and other comparable services including transportation;
- ✓ Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

Procedures for the Dissemination of Educational Rights:

BELIEVE St. Louis Academy shall ensure that public notice of the educational rights of students and families in homeless situations is disseminated where children and youth receive services under the McKinney-Vento Act.

SECTION 2: IDENTIFICATION AND ELIGIBILITY

Title 1 Services and Funding:

At BELIEVE St. Louis Academy, all children and youth who qualify for McKinney-Vento services are automatically eligible for Title I, Part A services, whether or not they attend a Title I, Part A school or meet the academic standards required of other students for eligibility (Title I of the Elementary and Secondary Education Act, Sec. 1115(b)(2)(E); 20 U.S.C. 6315(b)(2)(E)). This automatic eligibility acknowledges that the experience of homelessness puts children and youth at significant risk of academic failure, regardless of their previous academic standing. Additionally, all school children and youth who qualify for McKinney-Vento services who are doing well academically are entitled to

receive additional non-instructional education related support services needed to succeed in school.

School Selection:

BELIEVE St. Louis Academy will keep students in homeless situations in their school of origin defined as the school attended when permanently housed or the school in which they were last enrolled, unless it is against the parent or guardian's wishes or unless it is determined to be in the student's best educational interest. Students and youth who qualify for McKinney-Vento Services are eligible to remain in their school of origin for the entire duration in which they are homeless and until the end of any academic year in which they move into permanent housing. Students and youth who qualify for McKinney-Vento Services may also choose to enroll in any public school that students living in the same attendance area are eligible to attend.

Procedures to Identify and Verify Eligibility of McKinney-Vento Students:

Every current, returning, and new student at BELIEVE St. Louis Academy must complete enrollment paperwork. One of the forms to be completed is the BELIEVE St. Louis Academy McKinney-Vento Residency Questionnaire and Form (beginning in January 2023). This BELIEVE St. Louis Academy McKinney-Vento Residency Questionnaire and Form will be utilized to determine if the student is facing a homeless situation. Follow-up contact to verify the information provided on the McKinney-Vento Residency Questionnaire and Form will be conducted within 5 days of the completion of online enrollment by either the district or a building level McKinney-Vento liaison.

SECTION 3: SERVICES AND STANDARDS

Transportation:

Each BELIEVE St. Louis Academy child or youth facing a McKinney-Vento situation shall be provided services comparable to services offered to other students in the school selected including transportation services.

BELIEVE St. Louis Academy will provide students and youth who qualify for McKinney-Vento Services with an IndyGo bus pass, as all other BELIEVE St. Louis Academy students receive. For unaccompanied youth, BELIEVE St. Louis Academy will provide an IndyGo bus pass as all BELIEVE St. Louis Academy students receive. BELIEVE St. Louis Academy enrollment is not bound by district lines, so students in a temporary residence may still attend BELIEVE St. Louis Academy.

Additionally, a student or youth facing a McKinney-Vento situation has the right to utilize BELIEVE sponsored transportation services. Although services are limited, BELIEVE will seek to provide the best transportation services possible to students facing McKinney-Vento situations.

Students and youth who qualify for McKinney-Vento Services are eligible to receive these transportation services for the entire duration in which they are homeless.

>>School of Origin" is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Food Services:

Each BELIEVE St. Louis Academy Student facing a McKinney-Vento situation shall be provided services comparable to services offered to other students in the school selected including school nutrition programs. Students and youth who qualify for McKinney-Vento Services are eligible to receive free breakfast and lunch as offered by each school for the entire duration in which they are homeless. *Please note: BELIEVE St. Louis Academy is a CEP school.*

Educational Materials and Technology:

Each BELIEVE St. Louis Academy child or youth facing a McKinney-Vento situation shall be provided services comparable to services offered to other students in the school selected including access to instructional materials, assessments, and technology. Students and youth who qualify for McKinney-Vento Services are eligible to receive free instructional materials and technology fees as offered by each school for the entire duration in which they are homeless. No student is required to pay a textbook or technology fee.

Academic Services & Standards:

Each BELIEVE St. Louis Academy child or youth facing a McKinney-Vento situation shall be provided services comparable to services offered to other students in the school selected including educational services for which the child or youth meet the eligibility criteria (Title I services, pre school, educational programs for children with disabilities or for students with limited English proficiency), programs in vocational and technical education, and programs for gifted and talented students as available.

SECTION 4: ENROLLMENT

Enrollment Procedures:

Any child or youth who claims to be homeless will be immediately enrolled in BELIEVE St. Louis Academy even if they do not have required documents such as:

- ✓ school records
- ✓ medical records
- ✓ proof of residency
- ✓ Guardianship papers or other documents.

Enrolling schools must obtain school records from the previous school, and students must be enrolled in school while records are obtained.

The McKinney-Vento District Liaison will assist unaccompanied youth in choosing and enrolling in a school after considering the youth's wishes, informing the youth of their rights to transportation and assisting the youth in accessing transportation, and informing the youth of their right to appeal school or school district decisions. The McKinney-Vento District Liaison must ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that may arise over school enrollment or placement.

Unaccompanied youth have the right to:

- ➔ Remain in their school of origin
- ➔ Transportation to and from the school of origin
- ➔ Immediately enroll in a new school serving the area in which they are currently living even if they don't have typically required documents (e.g. proof of guardianship)
- ➔ Equal access to programs and services such as gifted and talented education, special education, vocational education, and English Language Learner services.

BELIEVE St. Louis Academy shall remove any/all barriers to the enrollment and retention of children and youth in homeless situations. Students in homeless situations shall be free from segregation, isolation, and stigmatization.

>>The term "enroll" is defined as attending classes and participating fully in school activities.

>>"School of Origin" is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Appeal and Dispute Processes:

If a dispute arises over school selection or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The child, youth parent, or guardian shall be referred to the Network Level Administration Team, who shall carry out the dispute resolution process as expeditiously as possible in accordance with
the enrollment disputes section of the McKinney-Vento Act as follows.

➔ Work with the McKinney-Vento District and Building Level Liaisons to ensure that enrollment disputes are mediated in accordance with the enrollment disputes section of the McKinney Vento Act as follows:

- ➔ the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
- ➔ the parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal
- ➔ the child, youth, parent, or guardian shall be referred to the McKinney-Vento District Level Team, who shall carry out the Dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
- ➔ In the case of an unaccompanied youth, the McKinney-Vento District Liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

If a dispute arises over qualification for McKinney-Vento services, the child or youth shall receive all McKinney-Vento rights and services provided by BELIEVE St. Louis Academy, pending resolution of the dispute. The child, youth parent, or guardian shall be referred to the Network Level Administration Team, who shall carry out the dispute resolution process as expeditiously as possible in accordance with the McKinney-Vento Act as follows.

- ➔ • Work with the McKinney-Vento District and Building Level Liaisons to ensure that enrollment disputes are mediated in accordance with the enrollment disputes section of the McKinney Vento Act as follows:
  - ◆ V. the child or youth shall receive all McKinney-Vento rights and services, pending

resolution of the dispute;

- VI. the parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal
- VII. the child, youth, parent, or guardian shall be referred to the Network Level Administration Team, who shall carry out the Dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
- VIII. in the case of an unaccompanied youth, the McKinney-Vento District Liaison shall ensure that the youth receives all McKinney-Vento rights and services pending resolution of the dispute.

SECTION 5: PROFESSIONAL DEVELOPMENT

McKinney-Vento Professional Development Opportunities:
Professional development for the McKinney-Vento Homeless Assistance Act will be provided to all staff members of BELIEVE St. Louis Academy via the following ways:

- ➔ Training of Building Level Liaison
- ➔ Informing district level team of responsibilities
- ➔ Train coaches in daily barrier removal

SECTION 6: EDUCATIONAL STAFFING AND SUPPORT

McKinney-Vento District Liaison's Roles and Responsibilities: The Director of Strategy and Growth for BELIEVE St. Louis Academy serves as the District McKinney-Vento Liaison and will:

- ➔ Ensure that procedures are established and followed across the school district and provide each child or youth who qualifies for McKinney-Vento Services with a free and appropriate education.
- ➔ Work collaboratively with transportation and food services personnel to coordinate appropriate services for any child or youth who qualifies for McKinney-Vento Services.
- ➔ Disseminate critical information concerning the rights of students in homeless situations to all schools.
- ➔ Post information regarding the availability of school programs and services for students facing homeless situations in local shelters, local hotels, the local post office building, city hall, local library, and local food banks.
- ➔ Maintain a McKinney-Vento District Liaison Log to document the McKinney-Vento process for each child and youth who qualifies for McKinney-Vento services.
- ➔ Plan and facilitate professional development regarding the McKinney-Vento Homeless Assistance Act to all staff responsible for identifying and working with students facing homeless situations.

➔ Work with building level staff and administration to facilitate success of the McKinney-Vento program and each student facing a homeless situation.
➔ Meet with community agencies and volunteers to share resources and information and to evaluate impact of services.
➔ Monitor all district data collection and reporting requirements on each child and youth who qualifies for McKinney-Vento services.
➔ Attend state level professional development opportunities.

McKinney-Vento District Liaison:

- Name:
- Email:
- Phone:

McKinney-Vento Building Level Liaison's Roles and Responsibilities

BELIEVE St. Louis Academy will identify one staff member, Dean of Operations,who will serve as a representation on the McKinney-Vento District Level Team and will:

➔ Identify students that may be facing homeless situations.
➔ Monitor school attendance.
➔ Facilitate training at the building level.
➔ Ensure that building level procedures are established and followed to provide each child and youth who qualifies for McKinney-Vento services with a free and appropriate education. ➔ Post public notice of the educational rights of students in homeless situations at the school. ➔ Make sure parents feel welcome and set the tone for further parental involvement. ➔ Establish a trusting relationship with students and parents.

NOTICE OF RIGHT TO APPEAL

Dear Parent/Guardian:

Be advised that you have the right to appeal the decisions made by BELIEVE St. Louis Academy regarding your student's eligibility and enrollment under Title X, Part C of the McKinney-Vento Homeless Assistance Act. Students involved in a McKinney-Vento dispute process have the right to enroll immediately in the school of choice pending resolution of the dispute. Immediate enrollment includes full participation in all school activities.

As the district's McKinney-Vento Homeless Education Liaison designee, notification should be made to the BELIEVE St. Louis Academy District Liaison in writing within 10 business days of receipt of this letter if you want to appeal the district's decision outlined above.

Below you will find an appeal form that you can use for this notification. If we cannot reach a resolution at the school-level;

A. The party requesting an appeal or resolution of a dispute by the McKinney-Vento State Coordinator will submit a request in writing to the school board.

B. The Board shall hold a hearing on the timely written application of the interested party.

C. The Board shall make its determination under the following procedure:

- A hearing shall be held on each matter presented.
- Each interested party, including (where appropriate) the parents, student, transferor corporation, transferee corporation, or the state, shall be given at least ten (10) days' notice of the hearing by certified mail or personal delivery. The date of giving the notice is the date of mailing or delivery.
- Any interested party may appear at the hearing in person or by counsel, present evidence, cross-examine witnesses, and present in writing or orally summary statements of position, and a written or recorded transcript of the hearing shall be made.

GENERAL EDUCATION APPLICATION

A.5.1 General Education Application

2022-2023

Please Read: Visit www.slps.org/magnet for an explanation of the two-pool application timeline. All applications received in a Pool Application Period are given equal consideration within placement priorities. All current Pool applicants will be considered for placement prior to reviewing and placing applicants in the next Pool. Submission of this application will override any previous application submitted for the 2022-2023 school year. **INCOMPLETE APPLICATIONS WILL NOT BE PROCESSED.**

READ BEFORE COMPLETING PAPER APPLICATION: Please fill the application out at www.slps.org/magnet. If you do not have computer access at home, there are computers available to fill out and submit applications at the Office of Student Recruitment and Placement at the SLPS Board of Education (801 N. 11th St, St. Louis, MO 63101). *Paper applications will take additional time to process.*

Student's Name *Please Print* _____ Date of Birth _____ Sex _____
Last First Middle

Address _____
Street City State Zip

Home Phone Number (___) _____ Emergency Phone Number (___) _____ Emergency Contact _____

Current School _____ School District of Residence _____

Sibling Consideration? ☐ Yes ☐ No Name of Sibling _____ Magnet School Sibling Attends _____

Siblings are defined as children having on biological or adoptive parent in common and reside in the same household. To receive sibling consideration for one child, the other child must be enrolled in the school of choice and be scheduled to continue in that school for the coming year, and that school must be listed as the first choice on this application form. Sibling consideration extends to one school only. No sibling applicants will be considered for priority placement after the Pool B Application period closes.

☐ *Check here if you wish twins to be treated as one placement at the same school. Separate applications are required.*

SAFE SCHOOLS: Has your child been expelled from any school or school district violation of school board policies relating to weapons, alcohol, drugs or for willful infliction of injury to another person? ☐ Yes ☐ No

SPECIAL EDUCATION: Is your child in the First Steps Program? (preschool only) ☐ Yes ☐ No

Has your child been referred for a special education evaluation or evaluated by the current or previous school district? ☐ Yes ☐ No

Does your child receive special education services and/or related services? ☐ Yes ☐ No

Does your child receive special education services outside the regular class for more than 60 percent of the time? ☐ Yes ☐ No

ESOL: Does student use a language other than English? ☐ Yes ☐ No Please specify: _____

Which language(s) does the student use (speak) at home and with others? _____

Which language(s) does the student hear at home and understand? _____

Please Indicate Applicant's Race:
SELECT ONLY ONE CODE

- ☐ B Black/African American
- ☐ W White/Caucasian
- ☐ H Hispanic/Latino
- ☐ A Asian or Pacific Islander
- ☐ I Native American or Alaskan
- ☐ Biracial - Black
- ☐ Biracial - Non-Black

Future grade in Sept. 2022 _____

Requirements must be met to be eligible for admission to a special education classroom. Placement is contingent upon the Individual Education Program (IEP) specifying placement.

School Desired _____ or _____
First choice Second choice

K=Kindergarten | P3=Preschool Age 3 | P4=Preschool Age 4

(K-8)	Lyon Academy at Blow	518	(P4-5)	Dewey International Studies	447
(P3-2)	ℊ Stix Early Childhood	593	(P3-5)	Mullanphy Investigative Learning	559
(P3-2)	ℊ Wilkinson Early Childhood at Roe	603	(P3-5)	ℊ Washington Montessori	601
(3-5)	Humboldt Academy of Higher Learning	496	(P4-5)	Ames Visual & Performing Arts	425
(P4-5)	Gateway Elementary	473	(P4-5)	Shaw Visual & Performing Arts	578

Magnet Middle Schools (6-8)

AESM@ L'Ouverture	325
Busch School of Character	305
Gateway Math & Science Prep	323
Compton-Drew Investigative Learning	339
Carr Lane Visual & Performing Arts	307

Magnet High Schools (9-12)

# Gateway STEM	111
# Soldan International Studies	173
# Metro Academic & Classical (9 and 10 applicants only)	156
# Central Visual & Performing Arts (9 and 10 applicants only)	186
# McKinley Classical Leadership Academy	157
# Carnahan School of the Future (11 and 12 applications only)	193
# Clyde C. Miller Academy	117

* Age eligibility before August 1 for preschool and kindergarten entry must be met. See eligibility requirements at www.slps.org/magnet. # Requirements must be met to be eligible for admission. ℊ Bus transportation is not available for three-year-old accepted students. **Note**: Preschool programs are available to St. Louis City students. St. Louis County residents with a sibling in an SLPS Magnet School, are eligible to attend Kindergarten through Grade 12.

Parent 1 Name _____ Work/Cell # (___) _____ Parent 2 Name _____ Work/Cell # (___) _____

Parent 1 Email _____ Parent 2 Email _____

I give permission to the current school my child is attending to release any information needed to complete the processing of this application. I do understand that once enrolled, student records will be sent to the new school district. I understand that submitting false residency information is a Class A misdemeanor, and that I may be required to pay the cost of educating my child if I provide false residency information. I understand that providing false disciplinary information on this application is a Class B misdemeanor. I also give permission for my child to be tested in order to determine eligibility for the gifted programs. I understand that Saint Louis Public Schools is not responsible for errors made by me on this application (such as grad, birth date, schools selected and/or incorrect school year application.)

312

Parent Signature _____ Date _____

City families return to: Saint Louis Public Schools, Student Recruitment & Placement Office, 801 N. 11th St., St. Louis, MO 63101 (314.633.5200, Fax: 314.244.1779

Appendix A.8.1 Level Up System

BELIEVE HIGH SCHOOL CIRCLE CITY

BELIEVE Scholar Status

Scholar Status	Privileges to Unlock
BELIEVER in Training *Period 5 Weeks* *All Freshmen and new to BELIEVE scholars start the year as a Believer in Training.* *Period: (Week 2- Week 7)*	• Cell Phone at Lunch & *Transitions*
Believer ***Agency:*** *Earn 1 of 6 Badges on Job Ready Indy* ***Autonomy:*** *No More Than 6 Points in Current Period* ***Acceleration:*** *Not Failing any Classes and Completed All Diagnostic Testing* *Period: (Week 8 - Week 13)* *Week 8 Friday Level Up*	• **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
Associate Believer (Gray Lanyard) ***Agency:*** *Earn 2 of 6 Badges on Job Ready Indy* ***Autonomy:*** *No More Than 5 Points in Current Period* ***Acceleration:*** *2.3 GPA* *Period: (Week 14 - Week 20)* *Week 14 Friday Level Up Day*	• **All above privileges** • Lunch in Lounge/Outside/Rotunda/Foyers • Gray Believe T-Shirt • Sony Headphones • First Friday (Food Truck & Jean Day w/Believe Gear)

Lead Believer (Black Lanyard) ***Agency:*** *Earn 3 of 6 Badges on Job Ready Indy* ***Autonomy:*** *No More Than 4 Points in Current Period* ***Acceleration:*** *2.5 GPA* *Period: (Week 21 - Week 26)* *Week 21 Friday Level Up Day*	• **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
Executive Believer (Purple Layard) ***Agency:*** *Earn 4 of 6 Badges on Job Ready Indy* ***Autonomy:*** *No More Than 2 Points in Current Period* ***Acceleration:*** *(TBD)2.75 GPA & Enrolled in Dual Enrollment or Dual Certification Program* *Period: (Week 27 - Week 32)* *Week 27 Friday Level Up Day*	• **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)
Senior Executive Believer in Training- Freshmen only and Transfer (Gold Lanyard) ***Agency:*** *Earn 5 of 6 Badges on Job Ready Indy* ***Autonomy:*** *No Points* ***Acceleration:*** *TBD 3.0 GPA* *Period: (Week 33 - Week 38)* *Week 33 Friday Level Up* *End of 9th Grade First 5 Weeks of 10th Grade*	• **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)

Senior Executive Believer (Gold Lanyard) ***Agency:*** *Earn 6 of 6 Badges on Job Ready Indy* ***Autonomy:*** *No Points* ***Acceleration:*** *TBD 3.0 GPA* *Period: (Week 33 - Week 38)* *Week 33 Friday Level Up* *End of 9th Grade First 5 Weeks of 10th Grade*	• **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:

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.

BELIEVE
STL ACADEMY

BELIEVE STL Academy School Safety Plan 24-25

Revised June 30th, 2023

Table of Contents

Topic	Page Number
Emergency Contact Information	3
Command Team	3
Evacuation	4
Prevention Policies	5
Preparedness	5
Practice	5
Response	6
Action Plans	7
Reunification	15
Incident Reporting	15
Media Coverage	16
Inclement Weather	16
General Safety Threat Protocol	17
Reporting Requirements	39
Appendix A: Incident Report Form	41
Appendix B: Evacuation Maps	43
Appendix C: Staff Rosters	48
Appendix D: Safety Checklist	50

EMERGENCY PHONE LIST

Emergency Services	Number
Police, Fire and Ambulance	911
St. Louis Police Department - Non-Emergency No	314-231-1212
Child Abuse	314-444-5385
Domestic Abuse	314-44-5385
Crime Stoppers	1-866-371-TIPS
Missouri Posion Control	1-800-222-1222

Command Team

The Command Team is comprised of critical members of the faculty and staff that are responsible for key areas of the emergency response plan. All members of the faculty and staff are responsible for scholar care and well-being. The members of the Command Team have specific responsibilities outlined in the plan below.

Team Member Name	Position/Title
Kimberly Neal-Brannum	Executive Director/School Leader
Jawn Manning	Principal
TBD	Dean of Operations
TBD	Dean of Students
TBD	Office Coordinator

Evacuation

In the event that an evacuation of the building is necessary, the following individuals are responsible for specific supplies.

Team Member	Supplies
Teachers	● Classroom Red Emergency Folders ● Cell phone
Office Coordinator	● Emergency Contact Information Binder ● First Aid Kit ● Student Health Information Binder

Classroom Evacuation Bags can be found in each classroom. The bags are red. The contents of the bag are as follows:

- Student roster and emergency contact information (updated on the first of each month by the school's OC)
- Folder with writing utensil
- First aid kit
- Emergency Cards

Teachers should also take classroom keys and a smartphone upon leaving the classroom. Teachers should close the classroom door after the last student has evacuated.

Prevention Policies

In order to create the safest environment possible at BSTLA policies are published in the Student and Family Handbook each year for both scholars and parents to review. Additionally, an Employee Handbook is published at the beginning of each school year. These policies are used as part of the plan to prevent crisis when possible and protect the daily safety of their scholars and staff. In addition to scholars, all adults including staff, parents and visitors are expected to conduct themselves appropriately and in accordance to the policies.Lastly, all exterior doors will remain locked throughout the school day to prevent any potential danger or issue for students and staff at BSTLA. BSTLA will be monitored by a building security system and doors will be linked to an access control system.

Practice

The Command Team will follow a routine drill schedule each year to re-familiarize both staff and students with proper procedure for evacuations, lockdowns, and shelter in place.

Students are expected to remain silent for the duration of the drill. Emergency drills and evacuations may require students to exit the building without their property including jackets.

The Dean of Operations will complete the Emergency Drill Schedule and Log for each of their schools upon completion of the drill here.

The Dean of Operations is responsible for scheduling all emergency drills. All drills should occur within the first 15 days of school.

Drill	Frequency
Fire	Once per month
Tornado	Once per Quarter
Lockdown	Once per Quarter
Earthquake	Once per semester
Intruder/ALICE	Once per Quarter

Supplies and Resources

At all times the following supplies and resources will be available on BELIEVE's premises in preparation for any crisis:

Classroom Emergency Kit

- Student roster and emergency contact information
- Folder with writing utensil
- First aid kit
- Emergency Cards

The Command Team will also have an Emergency Kit housed in the front office and administrative offices.

Command Team Emergency Kit

- Master student roster and emergency contact information
- Student health information
- Clipboard with writing utensil
- First aid kit
- 2 Bottles of Water
- Emergency Cards

First Aid Kits (located in every classroom, in the nurse's station, the front office, the cafeteria and the administrative office)

RESPONSE

When Emergency Plans are in action

Communication

In the event of an emergency, the first call should always be to emergency personnel. Once emergency personnel are en route, the Dean of Operations should communicate with the Principal.

Emergency Cards

During all emergency scenarios students must be accounted for. Once the class has evacuated the building, or in the case of a lockdown the classroom has been secured, teachers must fill out an emergency card. Emergency Classroom Kits will have Green and Red Cards. Students' names should never be written on emergency cards. These cards will be collected by a member of the Command Team in the event of any emergency. Please use the cards accordingly:

Green: If all students are accounted for.

Red: If a teacher has a student not on their official class list or is missing a student from their list. This information will be noted numerically. A child's name should never be written on an emergency card. For example: 1 student missing and 2 extra students not on roster would be written as -1 + 2

All emergency cards should be collected by the member of the Command Team with the class roster.

Response Action Plans

Evacuation Procedure

Specific staff members are responsible for ensuring all scholars and staff members are cleared from a specific area of the building.

Team Member	Alternate	Area of Responsibility
Teachers	Principal	TBD
Office Coordinator	Dean of Operations	TBD
Dean of Operations	Principal	TBD
Office Coordinator	Office Coordinator	TBD

Classroom Emergency

Individual emergencies occurring in the classroom or in the hallway. Examples: Student/teacher medical emergency, violent student/parent in the classroom.

Action Plan:
Seek help from the nearest adult if not in the classroom and immediately notify a Command Team Member in the case of an emergency. Utilize the BELIEVE Team Group Message Emergency group or classroom phone to call the main office for assistance.

Initial Communication:
In the event there is a medical emergency, the adult in the classroom should immediately notify the main office by phone/walkie. If the main office is unreachable, the adult should send another adult or student to the admin office suite for assistance.

- The Office Coordinator should immediately notify the school administrators via BELIEVE Group Message of the emergency and inform him or her that he or she is calling 911.
- The School Leader(s) should immediately report to the classroom or location requiring assistance and ask all school administrators to closely monitor the BELIEVE Group Message for updates.
- Dean of Operations should report to the main office to wait for and assist emergency personnel.
- The Dean of Operations will pull the emergency file for the staff person or scholar in the emergency.
- The Dean of Operations will notify emergency contact person(s) for the injured or sick staff member or scholar.
- The Dean of Operations will have the emergency contact information and demographics available to the emergency personnel upon their arrival.
- Once the situation is under control by emergency personnel, the school nurse will complete the Incident Report Form.
- The School Leader(s) will inform the Dean of Operations for any further follow-up that may be necessary including notifying the insurance company.

Fire Evacuation

Standard fire evacuation procedure to the assigned area. Examples: Fire, smoke, chemical spill.

View full plan here:

Full plan w/ locations will be linked here once location is solidified.

Announcement: Fire alarm will sound

Action Plan: All staff, students and visitors will evacuate the building immediately upon hearing the alarm sound.

Initial Communication:
In the event that any alarm goes off at any time throughout the building, the order of communication is as follows:

- School Leaders will immediately report to their zones(listed below) and communicate with their respective admin teams to ensure that they are moving to the correct zone.
- The Dean of Operations will immediately go to channel 2 and then report to the first floor tech wall to check the panel and communicate the purpose of the alarm over the walkie talkie. School Leaders will confirm that they know the purpose by saying "[Name], got it".
- The Dean of Operations will alert the appropriate emergency personnel. After the call, the Dean of Operations will communicate over the walkie by saying, "the [type of emergency personnel] has been called".
- The School Leaders will affirm that they heard the Dean of Operations by saying, "[name], got it.
- The Dean of Operations will call 911 if necessary.

Evacuation:
In the event of an alarm EVERYONE evacuated the building, *even if it is found to be a false alarm.*

- All admin will report to their zone and begin checking for scholars and teachers exiting the building. All administrators will ensure that scholars are moving quietly and urgently.
- All teachers will follow their exit path and have a red Emergency Bag and their attendance roster.
- The Office Coordinator will evacuate with a walkie talkie and a clipboard for noting when zones are all clear as well as attendance (see below).
- Once outside, the admin team member will ensure the exit Dean of Operations is closed and announce, "[zone name], all clear" (i.e. 2nd floor north, all clear). Signaling there are no teachers or scholars left in that zone.
- The Office Coordinator will write down the time and advisory as they are called on the walkie talkie (there is no affirmation from Office Coordinators to zone clearing calls).
- Zones are assigned as follows:

Zone	Owner
TBD	TBD
TBD	TBD
TBD	Dean of Operations

- The School Leader(s) will immediately report to the front of the building for a report of the situation from the DOO.
- The admin member designated above will immediately check for all scholars present
- Admin will report back scholars by stating, "[Teacher Last Name], all present or # missing and missing scholars' names".
- The Office Coordinator will write down the time and names as they are called on the walkie talkie. *There is no affirmation from Office Coordinator to zone clearing calls.*
- Admin, with the exception of the School Leader(s), will remain in their evacuation area.

Final Communication:

- If it is a false alarm, the DOO will silence the alarms and call the police/fire department to inform of a false alarm or real threat of fire. The false alarm should be communicated to the police/fire department within two minutes to alert the local fire department and prevent them from reporting to the school.
- The DOO is the point person for all emergency personnel.
- The DOO is the person who calls all clear for everyone to return into the building and ensures all exterior doors are secure.

Severe Weather:

All students move to their assigned space and sit in a crouched position covering his or her head.
Examples: Weather related

Announcement:
Tornado sirens will ring throughout the building; Office Coordinator will announce to the building using the PA system and/or walkie talkie there is a tornado warning or severe weather warning and all staff should secure their students in the hallway away from doors and windows for a tornado.

Action Plan:
Provide internal safe shelter for all students, faculty and staff in designated gathering space.

Initial Communication:
The DOO will communicate via walkie talkie to School Leaders of the weather threat. The DOO will inform the Office Coordinator to communicate using the PA system that there is a tornado warning or other severe weather warning and staff should secure their students in the hallways away from doors and windows for a tornado.

- Admin team members will secure their zones and ensure all scholars are in the gymnasium with all exterior and interior doors secure. Admin team members will then use the walkie talkie to inform the Office Coordinator that his or her zone is all clear using the language "Stated name, stated zone, all clear." The Office Coordinator will account for each zone and when all zones have been reported will give the all clear.
- In the event that emergency personnel are required, the admin team member requesting those services will say "Emergency personnel required for zone …" and the Office Coordinator will immediately dial 911. The School Leader(s) will report to that particular zone and the DOO will report to the main office to await the emergency personnel.
- The Office Coordinator should secure themselves in an appropriate location for the impending weather.
- Once the entire building has been secured by the "all clear" signal from the Office Coordinator, administrative members should also secure themselves in their zones for the impending weather until the "Tornado Warning is complete" signal comes from the DOO or School Leader.
- The DOO or School Leader will announce once the inclement weather has passed and students and staff may return to their classrooms. At that time, administrators may inform their zones to return to class.

Lockdown:

All teachers and students stay in classrooms with doors locked, blinds down over windows. No scholars are allowed in hallways or other areas. Classes may continue as usual. Examples: External threats, violence in the neighborhood, etc.

Announcement:
"This is a lockdown."

Action Plan:
Ensure the safety of students and faculty by locking down classrooms and removing all students from hallways and bathrooms. All scholars outside of the building are brought inside.

Initial Communication:
A lockdown can be initiated by any member of a school administrative team. In the event that a lockdown is initiated at any time throughout the building, the order of communication is as follows:

- The administrator initiating the lockdown will text the Office Coordinator and Admin team to utilize the PA system and state "this is a lockdown."
- The School Leader(s) will immediately report to his or her zone (listed below) and communicate with the admin team to ensure that they are moving to the correct zone. All admin will then go to channel 2.
- The administrator who initiated the lockdown will then inform on Channel 2 the purpose of the lockdown for all other administrators.
- All administrators will first check exterior doors within their zones, then ensure classrooms and bathrooms are clear (doors locked, lights off, no students visible).
- The DOO will immediately go to channel 2 and then report to the front office to assess the situation and secure the front doors.
- The DOO will call emergency personnel (911) if necessary and communicate on Channel 2 that emergency personnel have been called by saying "emergency personnel have been called."
- The School Leader(s) will affirm that they heard the DOO by saying, "[name], got it.
- All staff open BELIEVE Group Message Emergency groups on the phone to receive the most up-to-date information.

Attendance:

In the event of a lockdown EVERYONE remains in a secure location in the building until an all clear is given.

- Once zones have been secured, the admin will report their zone is clear by announcing on the walkie "[zone name], all clear" signaling there are no teachers or scholars in that zone.
- Once all admin have secured their zone, they will meet at the admin suites to be briefed about the situation.
- The Office Coordinator will write down the time and zone as they are called on the walkie talkie (there is no affirmation from Office Coordinator to zone clearing calls).
- Zones are assigned as follows:

Zone	Owner
TBD	9th Grade Teachers
TBD	10th Grade Teachers
TBD	Dean of Culture

TBD	Office Coordinator

Final Communication:

- The DOO is the person who calls all clear for everyone to return to a normal class schedule upon conferencing with the school leader.
- The DOO will communicate with emergency personnel.

During all evacuations and lockdowns, please have any students in the hallway join the nearest classroom and stay with that class. Students should always remain with the class that they were with when the emergency plan was announced unless they have received specific instructions from a member of the Command Team.

Active Shooter/ALICE

Teachers pull blinds, close and lock the doors and use desks and bookshelves to barricade themselves in the classroom; students are moved to a non-visible location within the room and remain silent. Teachers and staff members should use best judgment to determine if evacuation or barricading are appropriate responses for any given situation. Examples: Active shooter or intruder in the building.

Announcement:

There will be a predetermined and shared code shared with all staff. Something like, "We need more staples in the front office immediately." A random alert that won't cause panic is the goal.

Action Plan:

Ensure the safety of students and faculty by locking down classrooms and removing all students from hallways. Teachers use desks and bookshelves to barricade the door. Teachers immediately open the BELIEVE Team Emergency group at the lowest volume in order to receive the most-up-to-date information. Teachers are not to use the walkie talkie of phone sounds unless to report an emergency they see or hear.

Initial Communication:

An intruder lockdown can be initiated by any member of a school administrative team. In the event that an intruder lockdown is initiated at any time throughout the building, the order of communication is as follows:

- The administrator initiating the lockdown will message in the all staff channel the Office Coordinator and Admin team to utilize the PA system and state lockdown communication
- The DOO will call emergency personnel (911) and communicate on walkie talkie that emergency personnel have been called by saying "emergency personnel have been called."

- Teachers and staff immediately sweep the hallways and bathrooms directly across from the classrooms, pulling any students or staff they see into the classroom then close and lock the door.
- Teachers direct students to the area farthest from the door and windows to shelter in place silently. No students should be visible from the door or windows at this time.
- Teachers immediately open the BELIEVE Emergency group at the lowest volume in order to receive the most-up-to-date information.
- The School Leader(s) will affirm that they heard the DOO by saying, "[name], got it.
- The School Leader(s) will immediately report to his or her zone (listed below) and communicate with the admin team to ensure that they are moving to the correct zone.
- All administrators will first check exterior doors within their zones, then ensure classrooms and bathrooms are clear (doors locked, lights off, no students visible). Administrators will ensure there are no scholars or staff members in the hallways. If it is unsafe to follow the above protocol, administrators should shelter in place following the same procedures as teachers.
- The Dean of Operations will pull up the camera system if able in order to communicate with emergency personnel, administrators and staff members.
- The School Leader will affirm that they heard the DOO by saying, "[name], got it.

Attendance:

In the event of an intruder, EVERYONE remains in a secure location in the building until an all clear is given. When and if appropriate, staff members should assess their individual situations to determine whether evacuating is the most appropriate response for the situation. Each and every situation is different and calls for different responses. All staff are trained on ALICE to allow him/her to make the most appropriate decision for the situation he/she encounters. Administrators should also remain in a secure locked environment until the area and building are secured by emergency responders.

- Teachers will use the BELIEVE Emergency Group to relay information on attendance of scholars and their locations.
- All communication will flow through the BELIEVE Emergency Group to have all staff members remain silent and sheltering in place.

Final Communication:

- The DOO is the person who calls all clear for everyone to return to a normal class schedule upon conferencing with the school leader and emergency personnel.
- The School Leader will inform BOD of the lockdown and work to create a communication plan, if necessary, with scholars' families and school stakeholders.

During all evacuations and lockdowns, please have any students in the hallway join the nearest classroom and stay with that class. Students should always remain with the class that they were with when the emergency plan was announced unless they have received specific instructions from a

member of the Command Team.

REUNIFICATION Plan

In the event that a response plan disrupts the usual dismissal procedure the Reunification Plan will go into effect and parents will be notified by telephone under the direction of the School Leaders and DOO. When students are held within the school building the doors will be locked and no one will be allowed to enter or exit the building until the crisis has been stabilized. Unless otherwise determined, when the crisis has been stabilized, parents will be able to pick up students from the main exit on the TBD side of the building (location will be added once location is determined). Parents will be asked to wait in line outside of the building. The Command Team will pick up one of the Command Team Emergency Kits from the front office. The Command Team Emergency Kit contains a master roster with student information that will assist in releasing students to the appropriate person. Command Team members will also retrieve his or her walkie-talkie to communicate with other members of the Command Team.

In the event it is unsafe to return to the school, all staff members and scholars should report to TBD across the street (location will be added once location is determined).

Media Coverage

BSTLA believes in open and transparent communication with the public regarding its mission, goals and actions. Additionally, the safety of our students and staff is of paramount importance. Effective, clear and consistent communication with the media is a critical component in meeting these ends and maintaining a safe learning and working environment. For this reason, BSTLA has adopted the following Media policy.

The Executive Director, under the guidance of the Board of Directors, will serve as the official spokesperson for the organization. All media requests for interviews, comments or photographs specifically related to BELIEVE Schools should first be brought to the School Leader. Staff may only speak to the media with written permission from the Executive Director. Should an emergency arise, all communication with the media will come from the Executive Director. Under no circumstances will personal information of our students, their families or our staff be given out to the media without direct and written permission from parents and individuals. Interviews with and photographs of students taken for publication must also be approved by parents or legal guardians.

Inclement Weather and Emergency Dismissal

In the event of inclement weather or an emergency that warrants closing school early, the Principal will make that determination and notify the BELIEVE staff.

When the decision has been made to close school early, the Principal will notify the DOO who will then notify vendors and contractors, specifically transportation. The Office Coordinator will send a

robocall to the emergency list for parents and guardians.

Teachers are asked to call or text parents of their scholars in their village as soon as possible. When calling parents, teachers are to give the parent the dismissal time, directions for the dismissal and direct them to call the teacher rather than the main line for the school. This phone line should be designated for emergency purposes only. The same dismissal procedures are to be followed as a normal school day.

Teachers are required to stay at the school until all scholars have made it safely home and are accounted for.

No Dismissal Due to Unsafe Environment

In the event that the environment immediately surrounding the school or our scholars' neighborhoods is deemed unsafe by the Principal, scholars will take shelter in classrooms.

Responsible Party	Action Items
Dean of Operations	Contact transportation and food service vendors- ensure enough food and water on site- communicate with emergency personnel as necessary
Office Coordinator	Answer phones and keep the phone line as clear as possible
Teachers	Call or text parents of scholars in their village informing parents of the situation- keep scholars in classrooms and calm
Principal	Supporting teachers and working with students who may be having difficulties with the situation.

Dismissal Due to Health Conditions

In the event that schools experience abrupt order closures from the Governor or Executive School Leaders, all BSTLA students will be dismissed in compliance with local directions, orders, and/or guidelines. Students will receive take home packets and chromebooks that may have academic resources for at-home/virtual learning. If a student is absent or circumstances don't allow students to leave with the prepared packets, BSTLA leaders will schedule a drop-off or pick-up time with the student's family.

Student Transportation and Safety

BELIEVE STL Academy will partner with First Student to provide transportation services for it's first year. Through this contract, First Student will ensure that all state and federal transportation laws and statutes are followed. Allow the state of MO, only requires emergency evacuation drills for grades K-6, it's important for drivers, staff, and students to have a plan of what happens during a crisis or situation. With that, safety drills will be conducted once per semester. The first happened within the first 15 days of the school year.

When an incident has been reported, the following form must be completed. No matter the severity. This form should remain in the staff members' file that completes it.

INCIDENT REPORT FORM

Use this form to report accidents, injuries, medical situations, or student behavior incidents (incidents involving a crime or traffic incident should be reported directly to the East Indianapolis Police Department). If possible, the report should be completed within 24 hours of the event. Submit completed form to the DOO.

INFORMATION ABOUT PERSON INVOLVED IN THE INCIDENT			
Full Name			
☆ Student	☆ Employee	☆ Visitor	☆ Vendor
Phone Numbers	Cell	Home	

INFORMATION ABOUT THE INCIDENT		
Date of Incident	Time	Police notified? ☆ Yes ☆ No
Location of Incident		
Description of Incident (what happened, how it happened, factors leading to the event, etc.). Be as specific as possible (use additional sheets if necessary).		
Were there any witnesses to the incident? ☆ Yes ☆ No If yes, please include names here:		
Was the individual injured? If so, describe the injury (laceration, sprain, etc.), the part of the		

body injured, and other information known about the resulting injury(ies).
Was medical treatment provided? ☆ Yes ☆ No If yes, where was treatment provided: ☆ on site ☆ Urgent Care ☆ Emergency Room ☆ Other

REPORTER INFORMATION
Individual Submitting Report
Signature
Date Report Completed

Report Received by: _____ Date: _____

FOR OFFICE USE ONLY

Document any follow-up actions taken after receipt of the incident report form.

Date	Action Taken	By Whom

Safety Checklist

Conducted by the DOO quarterly.

Campus Physical Security

Item	Y/N	Note
School signage is clear/visible		
Controlled/monitored entry		
Functional PA system		
Security cameras		
Alarm security signage		
Appropriate lighting		
Parking for guests/signage properly		
Directions to reception are clearly marked		

Visitor Process and Reception

Item	Y/N	Note
Clear signage/directions for guests		
Sign in/Sign out system		
Identity/destination verification		
Background check tool in place		
Visible badge provided for visitors		
Employee on-campus system		
Student early dismissal sign out system		

Emergency plans (hard copy)		
Student reunification information (hard copy)		
Ability to initiate school-wide message		
Panic button		

Classrooms

Item	Y/N	Note
Evacuation map below light switch		
Fire alarm strobe and siren		
PA speaker		
Emergency backpack clearly visible or identifiable		
Phone/walkie talkie or method of communicating with reception		
Blinds to cover windows toward corridors or on street-level		
Printed roster of students		
At-a-glance/emergency procedures posted		
Doors lockable from inside (if no lockdown mechanism)		

Health and Wellness

Item	Y/N	Note
CPR/AED Certifications current		
Location assigned for basic injury treatment		
Concussion protocol in place		
Epinephrine autoinjector for all student with condition and/or generic autoinjector		

Incident report process		
Health treatment log		
Medication log		
Medications dispensed appropriately		
Medications dispensed consented for		

Athletic Fields/Gymnasium

Item	Y/N	Note
First Aid Kit/AED available and signed appropriately		
Method of hearing public address system		
Method of calling 911, reception or for emergency assistance other than mobile phone		
All fences in good condition		

Cafeteria

Item	Y/N	Note
Clear signage regarding food allergies		
Clear signage regarding choking/CPR		
Phone accessible with signage to call for emergency assistance		
Fire extinguishers		
Spill kit		
Health certification documents posted		

Communication

Item	Y/N	Note
Emergency notification system in place		

Multiple FT staff comfortable with using ENS system		
Contact lists created within ENS for parents, students and staff		
Emergency templates in place for standard incidents		

Procedures in Place

Item	Y/N	Note
Earthquake		
Lockdown		
Shelter in Place		
Classroom Emergency		
Reunification		
Evacuation		

Integrated Math I Textbook

Table of Contents

CARNEGIE LEARNING

1 Searching for Patterns

Pacing: 29 Days

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.

Standards: N.Q.1, N.Q.2, A.REI.10, F.IF.1, F.IF.4, F.IF.5 **Pacing:** 8 Days

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.	• 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.	• 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 *increasing function*, *decreasing function*, and *constant function* 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 *function family*, *linear function*, and *exponential function* are then defined. Next, the terms *absolute minimum* and *absolute maximum* 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 *quadratic function* and *linear absolute value function* 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.	• 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 $f(x) = abx + c$, 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 $f(x) = ax2 + bx + c$, 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.

*Pacing listed in 45-minute days

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.	• 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	

*Pacing listed in 45-minute days

Topic 2: Sequences

Students explore sequences represented as lists of numbers, as tables of values, as equations, and as graphs modeled on the coordinate plane. Students recognize that all sequences are functions. They also recognize the characteristics of arithmetic and geometric sequences and learn to write recursive and explicit formulas for both. They learn to use a modeling process as a structure for approaching real-world mathematical problems.

Standards: F.IF.3, F.IF.5, F.BF.1a, F.BF.2 **Pacing:** 10 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	**Is There a Pattern Here?** Recognizing Patterns and Sequences	F.IF.3 F.IF.5 F.BF.1a	2	Given ten contexts or geometric patterns, students write a numeric sequence to represent each problem. They represent each sequence as a table of values, state whether each sequence is increasing or decreasing, and describe the sequence using a starting value and operation. They determine that all sequences are functions and have a domain that includes only positive integers. Infinite sequence and finite sequence are defined.	• A sequence is a pattern involving an ordered arrangement of numbers, geometric figures, letters, or other objects. • A term of a sequence is an individual number, figure, or letter in the sequence. • A sequence can be written as a function. The domain includes only positive integers. • An infinite sequence is a sequence that continues forever, or never ends. • A finite sequence is a sequence that terminates, or has an end term.
2	**The Password Is … Operations!** Arithmetic and Geometric Sequences	F.BF.2	2	Given 16 numeric sequences, students generate several additional terms for each sequence and describe the rule they used for each sequence. They sort the sequences into groups based upon common characteristics of their choosing and explain their rationale. The terms arithmetic sequence, common difference, geometric sequence, and common ratio are then defined, examples are provided, and students respond to clarifying questions. They then categorize the sequences from the beginning of the lesson as being arithmetic, geometric or neither arithmetic or geometric and identify the common difference or common ratio where appropriate. Students begin to create graphic organizers identifying four different representations for each arithmetic and geometric sequence; in the first activity, they glue each arithmetic and geometric sequence to a separate graphic organizer and label them, and in the second activity, the corresponding graph is added to each graphic organizer. The remaining representations are completed in the following lessons. The lesson concludes with students writing sequences given a first term and a common difference or common ratio and identifying whether the sequences are arithmetic or geometric.	• An arithmetic sequence is a sequence of numbers in which the difference between any two consecutive terms is a positive or negative constant. This constant is called the common difference and is represented by the variable *d*. • A geometric sequence is a sequence of numbers in which the ratio between any two consecutive terms is a constant. This constant is called the common ratio and is represented by the variable *r*. • The graph of a sequence is a set of discrete points. • The points of an arithmetic sequence lie on a line. When the common difference is a positive, the graph is increasing, and when the common difference is a negative, the graph is decreasing. • The points of a geometric sequence do not lie on a line. When the common ratio is greater than 1, the graph is increasing; when the common ratio is between 0 and 1, the graph is decreasing; and when the common ratio is less than 0, the graph alternates between increasing and decreasing between consecutive points.

*Pacing listed in 45-minute days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
3	**Did You Mean: *Recursion*?** Determining Recursive and Explicit Expressions from Contexts	F.BF.1a	1	Scenarios are presented that can be represented by arithmetic and geometric sequences. Students determine the value of different terms in each sequence. As the term number increases it becomes more time-consuming to generate the term value, which sets the stage for explicit formulas to be defined and used. Students practice using these formulas to determine the values of terms in both arithmetic and geometric sequences.	• A recursive formula expresses each new term of a sequence based on a preceding term of the sequence. • An explicit formula for a sequence is a formula for calculating each term of the sequence using the term's position in the sequence. • The explicit formula for determining the nth term of an arithmetic sequence is $a_n = a_1 + d(n-1)$, where n is the term number, a_1 is the first term in the sequence, a_n is the nth term in the sequence, and d is the common difference. • The explicit formula for determining the nth term of a geometric sequence is $g_n = g_1 \cdot r^{n-1}$, where n is the term number, g_1 is the first term in the sequence, g_n is the nth term in the sequence, and r is the common ratio.
4	**3 Pegs, N Discs** Modeling Using Sequences	F.BF.2	2	Students are introduced to the process of mathematical modeling, with each of the four activities representing a specific step in the process. Students are invited to play a puzzle game, observe patterns, and think about a mathematical question. Students then organize their information and pursue a given question by representing the patterns they noticed using mathematical notation. As a third step, students analyze their recursive and explicit formulas and use them to make predictions. Finally, students test their predictions and interpret their results.	• Mathematical modeling involves noticing patterns and formulating mathematical questions, organizing information and representing this information using appropriate mathematical notation, analyzing mathematical representations and using them to make predictions, and then testing these predictions and interpreting the results. • Both recursive and explicit formulas can be used for sequences that model situations. • Sequence formulas can be used to make predictions for real-world situations.
Learning Individually with MATHia or Skills Practice		F.IF.3 F.BF.1a	3	In the MATHia Software, students determine and classify the patterns in sequences and identify the next terms. They then determine the recursive and explicit formulas for given sequences. **MATHia Unit:** Recognizing Patterns and Sequences **MATHia Workspaces:** Describing Patterns in Sequences / Graphs of Sequences **MATHia Unit:** Determining Recursive and Explicit Expressions **MATHia Workspaces:** Writing Recursive Formulas / Writing Explicit Formulas	

*Pacing listed in 45-minute days

Topic 3: Linear Regressions

Students formalize their understanding of how to use lines of best fit to model bivariate data. Students use technology to generate linear regressions. To determine the appropriateness of a line to model a given data set, they analyze the shape of the scatterplot, calculate and assess the correlation coefficient, and build and evaluate residual plots. Students differentiate between correlation and causation, recognizing that a correlation between two quantities does not necessarily mean that there is also a causal relationship.

Standards: N.Q.3, S.ID.6, S.ID.6a, S.ID.6b, S.ID.6c, S.ID.7, S.ID.8, S.ID.9 **Pacing:** 11 Days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
1	**Like a Glove** Least Squares Regressions	N.Q.3 S.ID.6a S.ID.6c S.ID.7	2	Students informally approximate a line of best fit for a given data set, write an equation for their line, and then use their function to make predictions, learning about interpolation and extrapolation. They are then introduced to a formal method to determine the linear regression line of a data set via graphing technology.	• Interpolation is the process of using a regression equation to make predictions within the data set. • Extrapolation is the process of using a regression equation to make predictions beyond the data set. • A least squares regression line is the line of best fit that minimizes the squares of the distances of the points from the line.
2	**Gotta Keep It Correlatin'** Correlation	N.Q.3 S.ID.6a S.ID.6c S.ID.8 S.ID.9	2	Students analyze graphs and estimate a reasonable correlation coefficient based on visual evidence. They then use technology to determine a linear regression and interpret the correlation coefficient. Next, students analyze several problem situations to determine whether correlation is always connected to causation.	• A correlation is a measure of how well a regression model fits a data set. • The correlation coefficient, *r*, is a value between 21 and 1 that indicates the type (positive or negative) of association and the strength of the relationship. Values close to 1 or 21 demonstrate a strong association, while a value of 0 signifies no association. • Causation is when one event causes a second event. A correlation is a necessary condition for causation, but not a sufficient condition for causation. • Two relationships are that are often mistaken for causation are a common response, when some other reason may cause the same result, and a confounding variable, when there are other variables that are unknown or unobserved.
3	**The Residual Effect** Creating Residual Plots	S.ID.6 S.ID.6a S.ID.6b S.ID.6c	2	Students calculate a linear regression for a real-world problem and analyze the correlation coefficient to conclude whether the linear model is a good fit. The terms residual and residual plot are defined. Students calculate the residuals, construct a residual scatter plot, and conclude by its shape that there may be a more appropriate model. They are given a second data plot. Students create a scatter plot and determine the equation for the least squares regression line and the correlation coefficient with respect to the problem situation. They then calculate residuals and create a residual plot to conclude how the data are related.	• A residual is the distance between an observed data value and its predicted value using the regression equation. • Analyzing residuals is a method to determine whether a linear model is appropriate for a data set. • A residual plot is a scatter plot of the independent variable on the *x*-axis and the residuals on the y-axis. • The shape of a residual plot can be useful to determine whether there may be a more appropriate model than a line of best fit for a data set.

*Pacing listed in 45-minute days

Lesson	Title / Subtitle	Standards	Pacing*	Lesson Summary	Essential Ideas
4	**To Fit or Not to Fit? That Is the Question!** Using Residual Plots	N.Q.3 S.ID.6 S.ID.6a S.ID.6b S.ID.6c	2	Students construct a scatter plot, determine a linear regression equation, compute the correlation coefficient, determine the residuals, and create a residual plot for a data set with one variable. They use all of the given information to decide whether a linear model is appropriate. A quadratic function is given and students conclude that this type of function appears to be a better fit. Finally, students summarize how the shape of a scatter plot, the correlation coefficient, and the residual plot help determine whether a linear model is an appropriate fit for the data set. The lesson emphasizes the importance of using more than one measure to determine if a linear model is a good fit.	• Scatter plots, regression functions, correlation coefficients, residuals, and residual plots are used to determine the appropriate model of best fit. • It is important to use several measures to determine the appropriate model of best fit.
Learning Individually with MATHia or Skills Practice		S.ID.6a S.ID.6b S.ID.6c S.ID.7 S.ID.8	3	Students investigate linear regression functions. They enter data related to various real-world contexts and use the Explore Tool to analyze the linear trend present in the data set, as given by the regression function. Students investigate how moving the points of the data set affects the slope of the regression line, and they analyze the effect of outliers on the regression function. Students are given a table of data and a linear regression equation that represents the line of best fit, which they use to interpolate and extrapolate values. Students solve problems in context, giving rough estimates of the value of r, stating how the estimate is reflected in the table of values, and determining whether the linear regression equation is appropriate for the data set. Students analyze a scatter plot and line of best fit, a table comparing the data with the residuals, and a residual plot. **MATHia Unit:** Least Squares Regression **MATHia Workspaces:** Exploring Linear Regression / Using Linear Regression **MATHia Unit:** Correlation **MATHia Workspaces:** Interpreting Lines of Best Fit / Correlation and Causation **MATHia Unit:** Creating Residual Plots **MATHia Workspaces:** Analyzing Residuals of Lines of Best Fit	

*Pacing listed in 45-minute days

BELIEVE
STL ACADEMY

Employee & Staff Handbook

EDUCATIONAL & EMPLOYMENT POLICIES AND PRACTICES

VERSION SCHOOL YEAR 24-25

Draft Version 1.0

Welcome to BELIEVE Early College and Career High School!

BELIEVE STL Academy (BSTLA) faculty and staff welcomes you and is proud to have you as a member of our team. Our people are our most important and valued assets. We hope you feel welcomed and comfortable and genuinely enjoy your time at BSTLA. BELIEVE STL Academy is centered around providing high quality academic experiences to students and families in STL City. As an employee of the BSTLA, you will be expected to exemplify excellence and quality of service and care. By following the employee policy and procedures outlined in this handbook you will be on your way to meeting the goal of excellence and quality. This handbook is just a broad tool for conduct. You will be oriented on more specific policy and procedures through summer professional development and additional development opportunities throughout the school year. Please set aside some time to become familiar with this Handbook. It will be very helpful in answering many questions that arise. We recognize, however, that no Handbook can answer every question. If you do not find an answer to your particular question in this Handbook, or if you would like a particular policy or procedure clarified, please feel free to ask the Principal, Dean of Operations, or Executive Director.

Again, welcome to the BELIEVE STL Academy team. We are grateful to have you join our growing organization and team. Together, we will change the world for students in STL City.

With gratitude,
Jawn A. Manning
Founding Principal

About This Handbook

This staff handbook is intended to help each staff member understand policies and procedures at BELIEVE STL Academy. As an employee of BSTLA, you are expected to read this handbook thoroughly and to know and adhere to the outlined policies throughout your tenure with BSTLA. Our goal is for this handbook to serve as a useful reference throughout your tenure at BSTLA. While we do our best to cover all of the bases, this handbook cannot anticipate every situation or answer every question about employment. Where appropriate and necessary, the Executive Director or designee will explain additional procedures and policies. BSTLA reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever BSTLA determines that such action is warranted. This handbook supersedes and replaces all previous staff policies, practices and procedures. If you have any questions about any policies or procedures, whether or not they are referred to in this handbook, please contact your Executive Director.

DISCLAIMER: PLEASE NOTE THAT NOTHING IN THIS HANDBOOK CREATES A CONTRACT FOR EMPLOYMENT OR ALTERS THE EMPLOYEE'S AT-WILL

EMPLOYMENT RELATIONSHIP. THIS HANDBOOK CANNOT ADDRESS EVERY SITUATION THAT COULD ARISE.

Table of Contents

BELIEVE's Vision and Mission
2024-25 School Year Calendar

Section 1. Education Policies and Practices
- 1.01 Instruction, Attendance, and Assessment
  - a) General Base Expectations
  - b) Additional Information
- 1.02 Scholar Behavioral Expectations
  - a) Points
- 1.03 Scholar Health and Wellness
- 1.04 Co-Teaching Scholars with Individual Education Plans (IEP) and 504 Plans
- 1.05 Hallways and Rooms
  - a) Hallways
  - b) Greeting Guests
  - c) Rooms
- 1.06 Campus-Sponsored Events
  - a) Field Trips
  - b) BELIEVE League Contests
  - c) Social Events
  - d) Fundraisers
  - e) Marketing and Branding
  - f) Fee/Cash Collection
  - g) Homemade Food
- 1.07 Distribution of Medicines
- 1.08 Sex Education
- 1.09 Mandatory Reporter Policy
- 1.10 Scholar Referrals
- 1.11 Scholar Privacy
  - a) Use of Scholar Records and Personally Identifiable Information
  - b) Guidelines on Releasing Individual Scholar Data
- 1.12 Safe and Supported Audit

Section 2. Employment Practices and Policies
- 2.01 General Employment Policies and Human Resources Information
  - a) Equal Opportunity Employer
  - b) Prohibited Discrimination, Harassment and Retaliation
  - c) Prohibited Discrimination, Harassment and Retaliation: Making a Complaint
  - d) Employee Protections (Whistleblower) Policy
  - e) Drug-Free Workplace
  - f) Smoke-Free Workplace
  - g) Americans with Disabilities Act (ADA)
  - i) Hiring and Recruitment
  - j) Background Checks
  - k) Employment Records and Employee Access

l) Notice of Privacy Practices
m) Photo and Video Policy
2.02 About Your Job
a) Employee Classifications
b) Employee At-Will
2.03 Pay, Hours, and Leaves of Absence
a) Payday and Paychecks
b) TImekeeping for Payroll
c) Payroll Forms and Processing Deadlines
d) Direct Deposits
e) Payroll Deductions
f) Supplemental Wages
h) Overtime Pay
j) Academic-Calendar Summer Pay
k) Observed Holidays
l) Leaves of Absence
m) Safe Harbor Policy
2.04 Employee Benefits
a) Insurance and Other Benefits
b) Retirement Benefits
c) Continuation of Health Insurance Benefits (COBRA)
d) Paid Time Off (PTO)
e) Domestic Partner
g) Northwestern Mutual Financial
2.05 Professional Expectations
a) Standards of Conduct
b) Dress Code
c) Lateness and Absenteeism
d) Staff Meetings
e) Communication Expectations
f) Social Media
g) Staff Conduct with Scholars
h) Personal Property and Expectations of Privacy
2.06 Building and Risk Management
a) Workplace Safety and Security
b) Violence in the Workplace
c) Emergency Protocols
d) BELIEVE Equipment
e) Equipment and Facility Responsibility
f) Exposure Control Plan for Potentially Infectious Materials
g) Fire Alarm
h) First Aid, CPR, EPIPen, and AED Training
i) Safety, Health and Incident Reporting
j) Non-solicitation and Non-distribution
k) Press and Media
2.07 Ethics and Conflicts of Interest
a) Gifts
b) Use of Organization’s Finance and Property
c) Purchase and Contracts
d) Nepotism and Personal Relationships in the Workplace
e) Protocol for Engaging in Personal Political Activity

Section 3. Finance and Accounting Practices
- 3.01 General Spending Guidance
  - a) Overview
  - b) Restaurant and Food Spending
  - c) Fundraisers and Donor Events
  - d) Travel Spending
  - e) Holiday Party Spending
  - f) Gifts to Employees
- 3.02 Check Requests and Staff Reimbursements
- 3.03 BELIEVE Credit Cards
- 3.04 Tax Exempt Status
- 3.05 Vendor Selection and Procurement Policy

Section 4. Information Technology Acceptable Use
- 4.01 General
- 4.02 Use of Technology Resources
- 4.03 Right of Account Review
- 4.04 Violation of Policy

Acknowledgement and Agreement

BELIEVE's Vision and Mission

Mission

BELIEVE STL Academy is a public college and career preparatory high school dedicated to the achievement of students in the St. Louis City 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.

BELIEVE Core Values

As a school and team, all of our decisions are carefully calculated and intentionally made based upon our core values.

BELIEVE Schools, Inc Code of Ethics

These are our guiding principles. You will find these posted throughout the school, in every classroom, online, and shared during team meetings. It's important that all team members are invested in our Code of Ethics.

2024-2025 Academic Calendar

BELIEVE STL ACADEMY | 2024-25 Academic Calendar **DRAFT!**

June 2024

Su	M	Tu	W	Th	F	Sa
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August 2024

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September 2024

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November 2024

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December 2024

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March 2025

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April 2025

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May 2025

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June 2025

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29	30					

KEY

- Holiday (School Closed)
- Break (No School)
- Mandatory Instructional Day
- Quarterly Exams
- Instructional Planning (No School)
- Staff Prof. Dev. (No School)
- New Staff Prof. Dev. (No School)
- Purpose Pathway & Report Card Day (No School)
- Assessment Day (Early Dismissal)

Section 1. Education Policies and Practices

BELIEVE's Identity Framework, Core Values, and Classroom Tenets outline expectations of employees/educators at BELIEVE. This first section of the handbook was created for additional specific and reinforced clarity around key educational policies and practices.

1.01 Instruction, Attendance, and Assessment

a) General Base Expectations

As BELIEVE educators we:

- Uphold the scholar code of conduct with fidelity
- Are fluent in the standards that effectively determine scholar progress towards mastery
- Develop and deliver high quality lessons daily
- Craft assessments that effectively determine scholar progress towards mastery
- Consistently track and analyze data to identify adjustments
- Implement campus-specific instructional deliverables (i.e. lesson plans, unit plans, mastery tracking, grading policies)
- Assign homework according to campus-specific guidelines
- Adhere to scholars' individualized education plans (IEPs) and behavior intervention plans (BIPs)
- Enter issued points in School Runner according to campus timelines
- Follow-through on all campus-specific village expectations

b) Additional Information

Scholar Absences and Make-up Work

- Excused absences and absences due to suspension
    - Make up work must be allowed. The make-up work should be rigorous enough to deter scholars from taking advantage of excused absences.
    - Generally, scholars are given as many days to turn in work as they were absent. For example, if a scholar was absent for two days, they would have to turn in make-up work by the second day they are back. Scholars that are absent 2+ days have mandatory office hours and/or working lunch.

- Exceptions are made under approved circumstances.

Attendance Entry
Teachers are required to take attendance every class period and enter the attendance into SchoolRunner within the first five minutes of the class period according to the following rules:

- If a scholar is present in class, mark them present.
- If a scholar is not present in class, mark them absent even if the location of the scholar is known.
- If a scholar is absent from only your class, e-mail the designated attendance clerk immediately.
- If a scholar is tardy to class, mark a "T"; enter 1 point if the scholar is less than 5 minutes tardy, 2 points if a scholar is between 5 and 20 minutes tardy, and 5 points if a scholar is more than 20 minutes tardy. If the scholar says they were with another staff member, then enter the points and erase them once the confirming email is received.

Sharing Interim Assessments & Resources Externally
Created materials, including pacing plans and interim assessments, are considered BELIEVE property and should never be distributed to a non-BELIEVE party by any campus staff, teacher, or administrator. Parties interested in these resources should be directed to BELIEVE's Chief Academic Officer, who will oversee a sharing agreement and the open sharing of approved resources. We receive our interim assessments from Noble Network of Charter Schools and are in a binding contract to not share this information.

Released/P/SAT Form Use
To ensure test validity, teachers should avoid seeking out and using any of the forms under the "Do Not Touch List" to create class resources like quizzes, handouts, exit tickets, etc -- this includes using them even as general guidelines for creating teacher-created practice questions.

1.02 Scholar Behavioral Expectations

At BELIEVE, we believe our core values represent the mindsets and behaviors necessary to forward our mission of empowering scholars to lead exemplary lives. When upholding expectations, we are clear, consistent, positive, and firm. Our core values drive our community expectations.

The policies and administrative disciplinary procedures apply to actions of scholars during school hours, before and after school, while on school property, while traveling in vehicles funded by the school, at all school-sponsored events, and when the actions affect the mission or operation of any BELIEVE campus. Scholars may also be subject to consequences for serious acts of misconduct, which occur either off-campus, and/or during non-school hours when the

misconduct disrupts the orderly educational process in the school. Administering proper consequences for scholar infractions must be in accordance with BELIEVE's scholar discipline procedures outlined in the Scholar Handbook.

For the most up-to-date information regarding BELIEVE's scholar expectations including the most up-to-date scholar policies, please refer to BELIEVE's Scholar & Parent Handbook.

a) Points

Points: The point system is one tool of accountability intended to 1) encourage professional work habits of self-discipline in individual scholars, 2) promote and protect physical and emotional safety for all community members, and 3) uphold school cleanliness. A scholar can be assigned from 1-4 points for an infraction. More serious infractions may earn more serious consequences as outlined in the SCC. Staff members discuss and norm on the number of points issued for a consequence, except when prescribed by the list below.

<table>
<tr><th>BELIEVE Values</th><th>Behaviors= Points</th></tr>
<tr><td>Build your Brand</td><td>Dress Code Violations (including wearing BCC apparel and ID)= 2
(scholar must stay with Village Leader until corrected)
Inappropriate displays of affection = 4</td></tr>
<tr><td>Prompt & Present</td><td>
<table>
<tr><td>Tardy to school (All scholar s will receive 3 passes for Tardy to School before accruing points)</td><td><5 min = 1
5 min.- 20 min. = 2
>20 mins. = 5</td></tr>
<tr><td>Tardy to Class</td><td><1 min. = 1
1-3 min. = 2
unexcused>3 min. = 4</td></tr>
<tr><td>Unexcused Absence (Skipping, Leaving School)</td><td>5</td></tr>
<tr><td>Inappropriate Technology/ Cell Phone Use</td><td>5</td></tr>
</table>
</td></tr>
<tr><td>Safe Space</td><td>Cursing, Disrespectful Language= 2
Disruptive Behavior (horseplay, throwing things, arguing)= 1-4</td></tr>
<tr><td>Value & Respect</td><td>Defacing/Devaluing School Property= 2-5
(scholars will pay for damage or do community service)
Scholar or Teacher Disrespect= 4</td></tr>
<tr><td>One Voice</td><td>Classroom disruption= 1 (Talking, Interruptions, Not Respecting Speaker)</td></tr>
</table>

Input = Output	Academic Dishonesty= 5 Unhealthy Foods= 2 Off-Task Behavior/Work Refusal= 1 Removal from Class= 5

If a scholar does not meet a behavior expectation, a consequence must be issued at the moment (either verbally or visually). For the specific infractions listed below, the consequence should be assigned according to the prescribed range stated here.

Points Reset Every 5 Weeks	Intervention
1-4 Points	If a scholar accumulates 4 points in a period, they will be removed from class and sent to the Dean of Culture's office.
5-9 Points	If a scholar accumulates 5-9 points in a day, they will be placed in isolation the following school day.
10-14 Points	Automatic Character Academy
15-19 Points	Meeting with parent or guardian before scholar can return to class
20 Points	2 Days Isolation

Physical & Emotional Safety for All Community Members

Uphold School Cleanliness

Infraction	Consequence	Notes
Eating or drinking (with the exception of water) outside the lunchroom without permission	1 point	Eating in class is at the teacher's discretion. There should be no eating during instruction time.
Not cleaning up after oneself	1 point	

Damage to school property	1-4 points	Where applicable, scholars may be asked to contribute to repairing the damage caused.

A scholar's IEP and/or 504 Plan may impact the implementation of the above. Staff is expected to follow the Behavior Intervention Plans of scholars with Individualized Education Plans (IEP) and must be in accordance with those interventions prior to entering points.

Staff can only remove points with approval of the campus principal or their designee.

1.03 Scholar Health and Wellness

Healthy Food Policy

Breakfast and lunch are served daily in our cafeteria. Scholars who choose to bring their lunch to school may do so. We will provide a scholar microwave to warm lunch. HEALTHY LUNCH is required. Families and parents are not permitted to drop off unhealthy food/lunches to students. We provide a scholar lounge for scholar's to cook and prepare their own healthy meal options as well. We recognize the impact sugar and certain foods have on child development. Please see the appendix for this article https://www.bulletproof.com/diet/healthy-eating/too-much-sugar-bad-for-brain/ and FDA Probes Link Between Food Dyes, Behavior.

The synopsis that captures our perspective the most is listed here:

- Sugar — in all its forms — can wreak serious havoc on your brain, causing mental health issues, decreased cognitive function, and even dementia
- Sugar acts like an addictive substance, lighting up the same areas of your brain as drugs like cocaine
- Sugar can directly contribute to depression and increase anxiety
- Too much sugar can create insulin resistance

Knowing this information motivates us to ensure that when our scholars are in school and trying to learn, we have to protect them from the pitfalls that eating sugary snacks/meals and some processed foods can cause. In light of this, we will not allow any candy, cakes, sugary snack foods, or soda/juice/drinks on campus. Scholars are only allowed to drink water/milk on campus. Scholars cannot have foods such as Takis and Flamin Hots. The school will provide a vending machine with healthy snack options and a microwave/refrigerator for scholars to cool/warm up food from home.

1.04 Co-Teaching scholars with Individual Education Plans (IEP) and 504 Plans

Though additional clarity is provided for teachers, all staff members are expected to know and adhere to the expectations below:

- Staff should know who the scholars with unique needs are. Teachers will be given a list of scholars with IEPs and 504 plans they teach. It is expected that teachers are able to address concerns that the scholar or their parents have regarding the scholar's performance in class in connection to their disability. When out of the classroom, for PTO or any other reason, teachers must ensure the support staff or substitute can access the information and support for scholars with IEPs and 504s. This must be done carefully and discretely to honor the sensitivity of the information.

- Be familiar with a scholar's disability and be aware of how their disability may impact how that scholar can participate and access the curriculum in your class. There may be a wide range of disabilities, including dyslexia, ADHD, emotional disorders, and medical illnesses that have resulted in impairments.

- The learning specialist assigned to support scholars with IEPs in general education settings will provide teachers with information regarding the nature of scholars' unique needs and what support must be provided.

- All teachers must give tests and quizzes to learning specialists for modification well in advance. For many classes, there is a co-teaching model for instruction where scholars with IEPs are enrolled. In the co-teaching model, it is expected that the general educator and learning specialist will collaborate on facets of the educational process, including: 1) assess scholar strengths and weaknesses, 2) determine appropriate goals and outcomes for the class, 3) design intervention strategies and implement them, 4) evaluate scholar progress, and 5) evaluate and modify co-teaching model as the year progresses. Additionally, it is expected that general education teachers will work with the learning specialists to implement modifications as required by a scholar's IEP. Towards this goal, in co-teaching class situations, both the general education teacher's and the learning specialist's names will appear on scholar programs, progress reports, and report cards. Both teachers will be involved in writing the course syllabus, choosing topics, books and skills to be addressed, and in developing unit plans. On a more frequent basis, both teachers are expected to work together to grade assignments, take attendance, issue points, and request parent/advisor conferences.

- Staff must provide quality instruction, modified curriculum, and high expectations. Scholars with IEPs and 504 plans must be given access to the general curriculum. Teachers should develop their curriculum in collaboration with the special education teacher to teach targeted skills in a way that scholars with IEPs can be successful. The learning specialists for your grade level will give teachers a simplified copy of the IEP for

each scholar, a list of modifications that must be made in your class, and a list of suggestions for ways to teach to each scholar's strengths. Additionally, the learning specialists will work with teachers to develop the curriculum for your class (see previous bullet).

- Staff must assume personal responsibility for scholars with special needs. Scholars with unique needs are accountable to the general education teacher in addition to the learning specialist. The grading, record keeping, curriculum development, parent contact, assessment, and discipline of scholars with IEPs are the responsibility of all the teachers assigned to a classroom. Teachers in co-taught classrooms are encouraged to work together to divide responsibilities for all scholars in the given class, with both teachers being responsible for general education and scholars with IEPs. Scholars with unique needs should never be set aside to work exclusively with the learning specialists, unless the scholar 's IEP dictates it is an appropriate support. Learning specialists should never be expected to be the sole disciplinarian in a classroom.

- All general education teachers are expected to participate in the development of their scholar's IEPs because their input is necessary and the law requires it. This may happen in several ways. Teachers' timely feedback will be mandatory either through written responses requested by a learning specialist or case manager OR by attending the IEP meeting.

- Scholars with 504 plans are the sole responsibility of the general education teacher. Campus Case Managers will schedule and organize 504 plan meetings, but general education teachers must participate in 504 plan meetings and be prepared to suggest and recommend which accommodations should be in place in order to support scholars with 504s with accessing curriculum. Learning Specialists do not provide direct support to scholars with 504 plans, nor should they be creating or implementing those plans.

1.05 Hallways and Rooms

a) Hallways

Postings in Hallways
Information, flyers, announcements, etc. may be posted throughout the building. However, all posted signage must first be approved by the Dean of Operations. Bulletin boards and postings should be updated in a timely manner and should not reflect outdated events or information.

Scholars in the Hallways
Instructional time is sacred. Scholars should only be allowed out of the classroom in emergency situations. Scholars are provided ample time to address personal needs. If a situation is seen as emergent or necessary, scholars should only be excused out of the room one at a time.

Unknown Persons in the Hallways
All staff are expected to question any unknown person seen wandering throughout the hallways without a visitor's pass. All visitors must be pre-approved by the Principal before being permitted to enter the facility. Never attempt or force an individual to leave the building if they

are uncooperative. Contact the office for security assistance or call the Police (9-1-1). Note: maintenance staff always wear uniforms or smocks when in the building and on duty. Staff who observe or encounter a situation where additional assistance is needed should call the office. The receptionist will put out a CODE RED radio alert in which all security, maintenance and available office personnel will respond to the location.

c) Rooms

The following apply to classrooms except in the case of an emergency in which case staff should follow building protocol for emergencies:

- Staff should not tape up, block, or cover up windows in such a way as to prevent outsiders from being able to see into the classroom. Teachers and scholars must be visible through the doorway, or door window, of any classroom.
- Classroom doors should remain unlocked all day.
- Classroom exterior doors are to remain closed at all times. Under no circumstance should doors be propped open or left ajar. Staff members will receive one warning. Following the warning, will result in an immediate professional point and write up. This is imperative to keeping the safety of all students and staff.
- Campus values and classroom rules (if applicable), must be posted in each classroom in accordance with campus expectations. This signage should be pre-posted in your room. If signage becomes damaged or falls, please contact the Dean of Operations.

1.06 Campus-Sponsored Events

a) Field Trips

A field trip is defined as any scholar trip that has been arranged by a staff person with approval from the administration, and transportation or supervision is being provided by the school. All field trips must be approved by the Principal. At BELIEVE, instructional time is sacred. Non-academic field trips should only be requested during Freedom Fridays. If the field trip is approved, the sponsoring teacher must request all field trip documentation. Please see the Dean of Operations if you have questions around permission slips.

b) BELIEVE Sports

Campus leaders must ensure that scholars and staff are upholding behavioral expectations at all BELIEVE games and events. Scholar athletes should compete in exciting and empowering environments. Participants and spectators should feel welcome, safe, and supported. Fans are encouraged to be loud, proud, and respectful.

BELIEVE Venue Expectations:

- All staff must model BELIEVE's Core Values

- Scholars, fans, security, and game officials must be treated with respect
- Teams must clean up benches and locker rooms
- Approved scholars and staff are allowed on game sidelines/benches
- BELIEVE concession stands may not sell homemade food
- Anyone may be removed temporarily or permanently if actions, words, or attire are unsafe or disrespectful
- Staff may search bags or use a detector to promote a safe environment (with the approval and supervision of a building leader)

c) Social Events

A social event is defined as a scholar gathering chaperoned by staff for social interaction. This does not include classroom parties. Social events that cause scholars to miss class will not be approved.

For all social events:

- The campus principal must give written approval
- The school will not make payments until the social event is approved
- Requests for approval should clearly state the supervision/chaperone plan, scholar uniform expectations, and any asks for deviating from scholar handbook expectations (e.g. cell phone usage)

d) Fundraisers

A fundraiser is defined as sales of any item or service by a campus.

For all fundraisers:

- The campus principal must give written approval (i.e. e-mail) at least one week before fundraising begins. If the event is also a social event or field trip, those approvals must also be on file.
- The campus will not make payments until the fundraiser is approved.
- All money must be handled in strict alignment with BELIEVE's financial policies.
- We have a zero solicitation policy.
- Teachers and staff are not permitted to conduct personal sales or fundraising (such as Avon, baked goods, bath/beauty products, etc.) in working areas by employees during their work time or to other employees during their work time unless approved by the principal. This includes soliciting family businesses and goods as well.

e) Marketing and Branding

Please follow the guidelines outlined in BELIEVE style guides for any materials that you are creating. Contact the Dean of Operations (operations@BELIEVEschools.org) if you have any difficulty accessing BELIEVE or your campus' style guide.

f) Fee/Cash Collection

All collections of fees at the campus level must be coordinated with the Dean of Operations and adhere strictly to BELIEVE's financial policies including cash collection procedures. Any collections received by the campus operations team must be entered into BELIEVE Bill Pay and coordinated with the Finance Team for proper processing. Cash and/or checks should be locked in the safe in the main office of the campus. Staff members should not take cash from scholars or families unless a part of a pre-approved process or an explicit part of the staff member's trained duties.

g) Homemade Food

Given scholar allergies and other scholar safety concerns, at no time, including at campus events or as a part of a fundraiser, should homemade food (scholar or adult-made) ever be distributed to scholars. All foods distributed to scholars should follow the BELIEVE healthy food policy *(unless for certain exceptions--i.e., birthday, etc.)*

1.07 Distribution of Medicines

It is BELIEVE's policy that scholars are not to be in possession of any medication during the regular school day or on campus premises, with the exception of asthma inhalers and/or EpiPens. Only the school nurse and designated administrative staff are permitted to administer medication to a scholar . This includes any form of medication (prescription, over-the-counter or otherwise). Only BELIEVE staff who have completed the yearly EpiPen training can administer an EpiPen to a scholar with a documented allergy on file with the school. Scholars who are on medications must adhere to the medical policy established in the scholar handbook. When required, scholars taking medication will go to a private location with a designated staff member, and teachers are asked to cooperate in ensuring the scholars are in compliance with their medicines by allowing them access to the main office at designated times.

If a scholar requires medication during school hours, the distribution of the medications will be supervised by the campus office leader or nurse under the following guidelines required by state law:

- Prescription medications must be supplied in the original pharmacy container.
- The container must be identified with the following information: scholar name, name of medication, and doctor's name and phone number.
- Parents/guardians must sign the medicine administration release and provide a consent form signed by the prescribing doctor.

- Non-prescription medications must also be supplied in the original container and must be accompanied by written consent from parent/guardian.

Each campus will authorize an employee as the primary person and back-up person authorized to administer medication in the absence of the school nurse. All medication, except scholars carrying medications (EpiPens and inhalers), must be placed in a locked box in the main office. In order to administer any prescribed medication to a scholar or child, there must be a signed doctor's consent letter on file. For any over-the-counter medication, a note signed by the parent/guardian must be present.

Furthermore, each campus must track the following in Alma under the Medical tab in Log Entries: name of medication, date, time, and who dispensed medication.

Scholars are responsible for coming to the main office to receive their medications at the appropriate time.

Scholars are not allowed to have medications in their possession or in their lockers.This includes any over-the-counter medications. The only exceptions are EpiPens and inhalers that have been properly registered with the main office.

1.08 Sex Education

Sex education will comply with RSMo. 170.015.

1.09 Mandatory Reporter Policy

Mandated Reporting of Suspected Child Abuse or Neglect Protecting the safety of our students is paramount to our roles as employees of BELIEVE Schools By law, all Atlas employees, regardless of position or assignment, are mandated reporters. If you suspect child abuse or neglect, you are obligated to report directly to the Missouri Child Abuse Hotline by calling 1-800-392-3738. Non-emergency reports may be submitted online at: https://apps.dss.mo.gov/OnlineCanReporting/default.aspx. When you make a hotline call or submit an online report, please immediately notify a member of the Leadership Team to make them aware that you have made a report. Additionally, please do not hesitate to reach out to a member of BELIEVE's Leadership Team if you have questions about your status and responsibilities as a mandated reporter. Keep in mind that: - Abuse need not occur at school or during school hours - Any suspicion that a child may have been the subject of physical, sexual or emotional abuse must be reported - Requires exercise of professional judgment - Does not require conclusive proof

1.10 Scholar Referrals

When staff believes that a scholar needs counseling for any reason, such as but not limited to: academic/disciplinary issues, anti-social behavior, dealing with a loss, or possible pregnancy, they should refer to the campus's referral protocol established by the principal. The staff member should not attempt to evaluate to what extent the scholar is in crisis; this is the

responsibility of the principal. Once the referral is made, the referring staff member should not speak to anyone else about it. The principal will determine whom to inform.

The principal will meet with the scholar, assess their needs, and determine the type and duration of treatment.

If the principal determines that the scholar is in need of counseling services, they will inform the scholar's village leader so that they can make a referral. Prior to the referral being made, the village leader should contact the parent/guardian to ensure that the referral to counseling is granted.

Steps for referring a scholar for a Special Education Evaluation
If you suspect that a scholar may have an unidentified learning disability or need related services for any reason, you will need to follow a tiered intervention approach created by your campus prior to informing the MTSS (Multi-Tiered Systems of Support) point person at your campus. The MTSS team will meet to discuss the concerns and review data submitted by you and the other teachers.

The parent should be made aware that their child is receiving Tier 1, 2, and 3 interventions. The decision regarding moving forward with a full case study to determine special education eligibility is made by the MTSS team, Case Manager, and Related Service Providers. It is crucial that teachers do not promise that any special education services or testing will occur to the parent. The MTSS and specialized services teams will determine the next steps.

1.11 Scholar Privacy

a) Use of Scholar Records and Personally Identifiable Information

BELIEVE employees may have access to confidential scholar information. Such information is defined as any information by which a scholar may be individually identified, maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored. This also includes reporting of aggregate data in groups so small that the individuals within the group may be identified. Staff members are required to keep this information confidential and not share it with individuals not authorized to access unless permission is received from BELIEVE's General Counsel otherwise. All such records are the property of BELIEVE and should be maintained in accordance with BELIEVE policy and all applicable state and federal laws.

Scholar data for research purposes may only be shared with third parties for specific, limited purposes consistent with federal and state laws, and in some cases, a valid non-disclosure agreement must be signed by both parties before any data is transferred. All such data sharing is also subject to express approval by the BELIEVE administration prior to its release, and BELIEVE staff members shall not release any such data without seeking the appropriate approvals from BELIEVE administration. BELIEVE's Chief Academic Officer and Board of Directors must be informed of any data share for record keeping purposes after receiving approval for the release of the scholar data from the BELIEVE administration.

b) Guidelines on Releasing Individual Scholar Data

BELIEVE employees are prohibited from releasing scholar information to the police, governmental organizations (such as DCS), or other third parties without proper authority under state or federal law. Except for certain legal exceptions, proper authority usually consists of a warrant, proper release/consent, or court order. In the event that a BELIEVE employee is asked to share scholar information with the police, a governmental organization, or another third party, the employee must immediately notify the building principal, who will notify BELIEVE's General Counsel, before releasing any scholar data.

Generally, scholar information can only be released to a third party with signed, dated, written consent from the scholar 's parent/guardian. If the scholar is emancipated or over 18, the scholar's signature will suffice. If the release includes mental health records covered under the Missouri Department of Mental Health a scholar's signature is also required if the scholar is over 12. However, the law provides a number of exceptions for releasing scholar information without a consent including, but not limited to: (1) school officials in the same charter network/school or officials of ISBE with legitimate educational interests; (2) anyone in connection with a health or safety emergency, including disciplinary information when the school determines there is a significant and articulable threat to the scholar or other individuals, (3) a governmental agency for investigation of scholar's school attendance under compulsory attendance laws, (4) pursuant to a court order where the scholar is a named party in such order, (5) in other situations permitted by law. Nonetheless, BELIEVE staff must always seek approval from the School Leader and BELIEVE's Board of Directors before releasing any scholar information to the police, governmental organization, or other third party.

As BELIEVE employees, you may receive subpoenas for testimony or records regarding a scholar. Scholar information cannot be released at the direction of a subpoena. A court order is required. A court order is a document signed by a judge. A subpoena is a document signed by a court clerk, an attorney, or an administrative agency official, but it is not considered a court order unless signed by a judge. Note certain notice requirements may also be required if records are released pursuant to a court order. If a BELIEVE employee received a subpoena or court order, the employee must contact the building principal immediately, who, in consultation with BELIEVE's Board of Directors, will determine whether the employees must comply with the subpoena or court order.

1.12 Safe and Supported Audit

A school culture grounded in safety and support is foundational to our work at BELIEVE. As such, safe and supported audits are regularly conducted at each campus throughout the school year. In addition, our schools are inspected for cleanliness and organization via a presentation audit. Audit guidelines are provided to school principals at the start of each school year. In light of COVID-19, we will have additional audits to ensure staff and scholar health and safety. Inspections and audits will occur monthly at the start of the year.

Section 2. Employment Policies and Practices

2.01 General Employment Policies and Human Resources Information

BELIEVE STL Academy is partnered with HCC HR, Inc for Human Resources Support Services. HCC covers all things HR for BELIEVE staff members. If you should have any questions or concerns please contact the following team member at HCC Hr, Inc and cc the Dean of Operations:

During the first week of Summer Professional Development, BELIEVE staff members will have the opportunity to learn about the benefits suite offered by BELIEVE Schools and meet the HCC Team.

a) Equal Opportunity Employer

BELIEVE is committed to equal-employment principles, and we recognize the value of committed employees who believe they are being treated in an equitable and professional manner. Our goal is to attract, develop, and retain the talent needed to meet our objectives, and to recruit and employ highly qualified individuals representing the diverse communities in which we live and in which we serve.

Employment policies and decisions on employment and promotion are based on merit, qualifications, performance, and business needs. The decision and criteria governing the employment relationship with all employees are made in a non-discriminatory manner, without regard to race, color, age, religion, national origin, gender or gender expression, disability, sexual orientation, veteran status, marital status, political affiliation, or membership in any other protected group.

All employees are responsible for complying with this policy. Directors, executives, managers, and principals are responsible for implementing employment practices within each department team or campus that comply with this policy.

If you have any reason to believe that you or anyone else has not been treated in accordance with BELIEVE's Equal Employment Opportunity policy, we encourage you to address concerns in any of the following ways:

- Contact your Supervisor, Principal, or Executive Director
- Contact the Dean of Operations

Violations of the Equal Employment Opportunity policy will not be tolerated. BELIEVE will investigate every Equal Employment Opportunity issue that is brought to our attention and will take appropriate steps, which may consist of disciplinary actions up to and including termination of any employee who violates this policy.

b) Prohibited Discrimination, Harassment and Retaliation

BELIEVE is committed to creating a respectful, courteous work and learning environment and strictly prohibits discrimination, harassment and retaliation, as those terms are defined below.

BELIEVE will not tolerate such prohibited conduct by any employee, leader, contractor, consultant, vendor, scholar, visitor, or volunteer. No applicant, employee, scholar, alum, or individual participating in BELIEVE endeavors or activities shall be required to endure discrimination, harassment, or retaliation, regardless of whether it takes place during or after regular work or school hours and regardless of whether it takes place on or off BELIEVE property. This policy prohibits such behavior during BELIEVE social events, trips, and extracurricular activities, as well as at other times when BELIEVE employees are interacting with one another, scholars or alum. BELIEVE requires the reporting of all incidents of discrimination, harassment or retaliation, regardless of the identity of the offender. BELIEVE Schools expressly prohibits any form of unlawful harassment based upon race, color, religion, sex, pregnancy, national origin, political affiliation, age, disability, sexual orientation, genetic predisposition, veteran status, marital status, or any other status, condition, or characteristic protected by law. Harassment includes, but is not limited to, offensive: remarks, jokes, comments, slurs, drawings, pictures, photographs, stereotypes, epithets, sexual advances, flirtations, requests for sexual favors, physical contact, or other types of contact or communications.

There is "zero tolerance" of physical, emotional, or sexually abusive behavior, including psychological intimidation and harassment toward or by a scholar, staff member, parent, or visiting person. This policy will be enforced before, during, and after school hours on all school property, including the school bus, school functions, and school sponsored events held at other locations. BELIEVE Schools recognizes that sexual abuse is subject to state and federal laws; sexual violence is a criminal activity subject to civil penalties under all applicable laws.

What is Discrimination?
Discrimination means the intentional discriminatory treatment of any individual on the basis of race, color, age, religion, national origin, citizenship, gender identity, gender expression, disability, sexual orientation, pregnancy, military service, marital status, or any other characteristic protected by applicable federal, state or local law. Discrimination is prohibited when making any employment-related decision and in conjunction with education-related programs and activities.

What is Harassment?
Harassment means verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of their protected characteristic that has the purpose or effect of unreasonably interfering with a person's work or learning environment or creating an intimidating, hostile or offensive environment. Examples include, but are not limited to, the following: slurs, epithets, or negative stereotyping; directing demeaning or offensive comments or references toward an individual or group of individuals; denigrating jokes and the display and circulation of written or graphic material, including through email, text messaging, social media platforms, or other forms of communication.

What is Sexual Harassment?
Sexual harassment is a type of harassment and means unwelcome sexual advances, requests for sexual favors and other verbal, written or physical conduct of a sexual nature when, for example: (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational opportunity; (ii) submission to or

rejection of such conduct by an individual is used as the basis for an employment decision or an educational opportunity; or (iii) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or education, or creates an intimidating, hostile, or offensive environment. Examples include, but are not limited to, the following: unwanted physical contact such as touching, patting, or brushing up against another's body; unwanted sexual advances, requests for sexual favors or sexual dialogue, propositions, or repeated requests for dates; sexual jokes and innuendo; commentary about an individual's body; staring at or directing attention to an individual's body and/or parts of an individual's body; insulting or obscene comments or gestures; display or circulation of sexually suggestive objects or pictures (including through email, text messages, social media platforms, or other forms of communication); and other physical, verbal, or visual conduct of a sexual nature.

What is Retaliation?
Retaliation means any adverse action taken against an individual that is motivated by that person's good faith complaint of a violation of this policy or cooperation in an investigation of a potential violation of this policy.

These kinds of behaviors can occur in one-on-one interactions or in a group setting. Sexual harassment can also occur in the context of a relationship that was once consensual but has changed so that the behavior is no longer welcome by one party. It is impossible to define every action or all words that could be interpreted as harassment, whether sexual or otherwise. The examples listed above are not meant to be a complete list of objectionable behavior.

c) Prohibited Discrimination, Harassment and Retaliation: Making a Complaint

If you believe that you have been subjected to discrimination, harassment or retaliation by a BELIEVE employee, leader, contractor, consultant, vendor, scholar , visitor, or volunteer, or if you have observed or become aware of discrimination, harassment or retaliation taking place, the conduct should be immediately reported in one of the following ways:

All employees of BELIEVE Schools are responsible for conducting themselves in a manner that promotes an ethical, professional, and safe work environment. Any employee who believes that he or she has been subjected to unlawful harassment, or is aware of an incident of unlawful harassment, must promptly report their concern to the designated onsite HR liaison. In cases involving the School Leader or Principal, the employee must report to the Executive Director. The Dean of Operations, HCC HR, or Executive Director will investigate the harassment complaint and respond with the appropriate resolution for the incident. If harassment violating this policy is found to have occurred, disciplinary action up to, and including, immediate termination of employment will be implemented.

Employees who engage in harassing behavior and/or reprisal towards another employee for opposing, reporting, and/or assisting in a harassment investigation will be subject to disciplinary action up to, and including, immediate termination of employment.

- File a complaint or incident anonymously below:

Anonymous Incident Reporting Google Form

Any individual using this complaint process will be treated courteously. Complaints will be handled as quickly as possible and as confidentially as possible to the extent necessary and feasible in light of the circumstances surrounding the complaint.

If the discrimination, harassment and/or retaliation continues after you report it in accordance with this policy, you should report the conduct again pursuant to the Making a Complaint process above. If you are not satisfied with the results of any investigation relating to any complaint, you should bring your dissatisfaction to the attention of the Executive Director.

Upon receiving a complaint, the Dean of Operations team will evaluate the complaint and determine the best way to ensure that a prompt and thorough investigation of all allegations takes place. Allegations involving a violation of the policy by any senior leader will be reviewed by the Board of Directors and the Executive Director. BELIEVE requires cooperation with any investigation regardless of who is conducting the investigation.

If BELIEVE determines that an allegation of harassment, discrimination or retaliation is substantiated, regardless of who the offender may be, BELIEVE will take appropriate corrective and disciplinary action, up to and including termination of employment.

Reporting a good faith complaint in accordance with this policy will not be used against the reporting individual in any manner. However, filing false and malicious complaints is an abuse of this policy and is also prohibited.

Scholars and Parents/Guardians should follow the complaint procedure in the Scholar and Parent Handbook; anyone else should follow the complaint process below.

In some instances, harassment by a colleague may be handled on an individual basis by confronting the offender if you are comfortable doing so. In those situations, you should inform your colleague that the conduct is unwelcome and offensive, and request that the offending behavior stop immediately. If the behavior continues, if you feel direct confrontation is inappropriate, and/or if you simply do not feel comfortable confronting the individual, you should report the conduct by following the reporting procedures identified above.

If an individual tells you that they find your behavior or conversation unwelcome and asks you to stop, honor the request, even if you feel the employee is being oversensitive.

The purpose of this internal complaint and investigation process is to establish prompt, thorough and effective procedures for responding to every complaint and incident so that problems can be identified and remedied internally.

The Missouri Human Rights Act

The Missouri Human Rights Act prohibits discrimination in housing, employment, and places of public accommodations based on race, color, religion, national origin, ancestry, sex, disability, age (in employment only), and familial status (in housing only). The Act also makes it unlawful to retaliate against an individual for filing a complaint of discrimination, testifying or assisting in an investigation, or proceeding under the Act. Additionally, the Act protects individuals against

discrimination on the basis of their association with a person in a protected category. Individuals who believe they have been discriminated against for any of those reasons can file a complaint with the Missouri Commission on Human Rights (MCHR). View the complaint process.

Report Discrimination
To report discrimination, you may:

- Contact any of the individuals identified in the "Making a Complaint" section above.
- File a complaint using the link above

Learn more or visit the website here.

This Policy is not intended to create any contractual liability or change your "at-will" employment status. If you have any questions about this Policy, please contact a member of the Dean of Operations team.

A written report of the alleged acts should be given to the Principal within five school days. Written complaints are required to help ensure a more complete, accurate and thorough investigation. Alleged incidents will be investigated by the Principal or Executive Director. Every reasonable effort will be made to keep the matters involved in the allegation as confidential as possible, while still allowing for a prompt and thorough investigation. BELIEVE Schools will report the incident to the police as indicated and will cooperate fully with any investigation conducted by law enforcement or other regulatory agencies. All victims will be protected from harm during the investigation and BELIEVE Schools will remove the alleged perpetrator from contact with all scholars, staff, and volunteers pending the outcome of the investigation.

Upon completion of the investigation, the Principal or Executive Director will meet with the complainant to discuss the outcome including any disciplinary action. The Principal or Executive Director is mandated to report any physical assault needing outside medical attention to the criminal authorities for their determination of legal action. The privacy and data privacy rights of all persons involved will be respected in accordance with appropriate statutes.

In the event that policies adopted by the School are in conflict with then applicable Missouri or federal laws, the provisions of the law will apply

d) Employee Protections (Whistleblower) Policy

Employees must observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. For this reason, employees, with reasonable grounds, are encouraged to report violations or suspected violations of state or federal law as well as violations or suspected violations of BELIEVE policies. Examples of matters which should be reported include: awareness of false or misleading information in BELIEVE's financial statements or other public or legal documents; situations where false information is provided to or withheld from auditors or government officials; forgery or alteration of documents, misappropriation or misuse of BELIEVE supplies, funds or other assets; or authorizing or receiving compensation for goods or services not received.

Reporting Violations
Employees are encouraged to report unlawful or unethical conduct to their direct supervisor, principal, Executive Director, or Board of Directors. Principals and campus-based supervisors shall, upon receipt of a report of unlawful or unethical conduct, immediately report such acts to a direct supervisor, principal, Executive Director, or Board of Directors. In order to facilitate the reporting of suspected misconduct, the CEO can be contacted directly at kneal@BELIEVEschools.org to report suspected misconduct at any level of the organization.

No Retaliation
No employee who in good faith reports a violation shall suffer harassment, retaliation, or adverse employment consequences. Another employee who retaliates against someone who has reported a violation in good faith is subject to discipline, up to and including termination of employment. An employee, however, may not make an allegation regarding unlawful or unethical behavior that is without foundation or knowingly false. If an employee makes an allegation in this manner, BELIEVE will view this as a serious offense and will take appropriate disciplinary action, up to and including termination, against the employee who made a knowingly false report.

e) Drug-Free Workplace

BELIEVE is committed to protecting the safety, health, and well-being of all employees. BELIEVE recognizes that alcohol and drug abuse pose a significant threat to the overall goals of the organization. Accordingly, it has established a drug-free workplace program that balances our respect for individuals with the need to maintain an environment free from substance abuse. Accordingly, it is a violation of BELIEVE's drug-free workplace policy to manufacture, distribute, dispense, use, possess, sell, trade, be under the influence of and/or offer for sale alcohol, illegal drugs, or intoxicants on any BELIEVE premises or while conducting official business, whether on or off premises (including but not limited to, field trips and offsite work assignments). These prohibitions apply to all employees, including those registered as "qualifying patients" under the *Medical Cannabis Pilot Program Act* (410 ILCS 130/1 et seq.) or successor acts.

Consequences
Compliance with this Drug-Free Workplace Policy is a condition of employment for all BELIEVE employees, and is required by federal law as a condition for BELIEVE's receipt of federal grants and contracts. Further, any individual who is found to be in violation of the Drug-Free

Workplace Policy will be subjected to disciplinary action, up to and including immediate discharge. When appropriate in BELIEVE's discretion, individuals found to be in violation of this policy may be required to satisfactorily participate in a drug abuse assistance or rehabilitation program.

As part of its drug-free workplace program, BELIEVE encourages employees to voluntarily seek help with any alcohol or drug problems. Nothing in this policy prohibits an employee from being disciplined or discharged for other violations and/or performance problems.

Searches
Entering BELIEVE's property constitutes consent to searches and inspections. If an individual is suspected of violating the drug-free workplace policy, they may be asked to submit to a search, inspection, or testing at any time.

Notifications of Convictions
Employees performing work under a federal grant or contract must, as a condition of employment, abide by the terms of this policy and report any conviction under a criminal drug statute for violations occurring on or off campus while conducting BELIEVE business to a representative of the Dean of Operations team. A report of a conviction must be made within five (5) days after the conviction. In accordance with the Drug-Free Workplace Act, BELIEVE will notify the applicable government contract or grant officer about the conviction.

Confidentiality
To the extent practicable, information received by BELIEVE through the drug-free workplace program will be treated as confidential communication. Access to this information is limited to those who have a legitimate need to know in compliance with relevant laws and management policies.

f) Smoke-Free Workplace

BELIEVE is committed to providing a safe and healthy workplace and to promoting the health and well-being of its employees. Our smoking policy is intended to comply with the requirements of the Missouri Clean Indoor Smoke Air Law. It is also motivated by our desire to provide a healthy work environment for our employees.

As such, smoking is prohibited on all BELIEVE premises (including indoors and outdoors anywhere on BELIEVE property), and within 500 feet of any entrances, exits, windows that open, and/or ventilation intakes, and in all vehicles owned or leased by BELIEVE, and at all BELIEVE-sponsored off-site conferences and meetings. This smoking ban applies to all BELIEVE employees (including permanent and temporary employees, and interns), scholars, volunteers, contractors and consultants, and any visitors to BELIEVE property.

Employees who violate this smoking policy will be subject to disciplinary action up to and including termination.

g) Americans with Disabilities Act (ADA)

BELIEVE is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA). It is BELIEVE's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability as long as the employee can perform the essential functions of the job, with or without reasonable accommodation(s).

Consistent with this policy of non-discrimination and in accordance with ADA regulations, BELIEVE will seek to provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has made us aware of his or her disability, and provided such accommodations do not constitute an undue hardship on the organization.

Requests for Disability Accomodations
Employees with disabilities who believe they need reasonable accommodation to perform the essential functions of their jobs should submit a request to the Dean of Operations team. Such requests will be reviewed on a case-by-case basis considering the particular needs of the employees and the accommodation(s) requested.

i) Hiring and Recruitment

At BELIEVE we believe that hiring great people is among the most important decisions that we make to achieve incredible results for our scholars.

As a first step, hiring managers who need to fill a job opening or want to add a new job position should contact BELIEVE's Talent Team (HR@BELIEVEschools.org). The Talent Team is responsible for reviewing and submitting job postings for BELIEVE.

Hiring managers are encouraged to fill open positions by promoting from within the organization whenever possible. Campuses also have regular opportunities for development and leadership growth of campus staff. We want employees at BELIEVE to be able to find an opportunity that allows them to maximize their impact and happiness in our shared mission.

For employees interested in opportunities within their campus or at another BELIEVE campus, before applying we ask that you speak to your supervisor and principal about your desire to explore a possible opportunity. If you have questions about an open position or wish to simply understand the process for internal opportunities better, you can also reach out to admin@BELIEVEschools.org for information and support as well. A listing of opportunities can always be found on BELIEVE's webpage (www.BELIEVEschools.org).

Employment Eligibility
Employees must be at least 18 years of age or older. All offers of employment are contingent upon satisfactory background verification and proof of legal right to work in the United States. Federal law requires BELIEVE to verify each employee's identity and legal authority to work in the United States within three business days of employment. All offers of employment depend on the employee's ability to meet these requirements.

Qualifications, Licenses, and Certification
In order to comply with the provisions of our charter agreement, DESE, and other federal and state requirements, BELIEVE is required to document various levels of licensure, certification, and/or endorsement for certain positions within the organization--particularly those governed by the Missouri Department of Elementary and Secondary Education (DESE). As such, candidates applying for positions that require professional licensure or certification may be required to present documentation of their license or certification prior to employment, promotion, or transfer.

Furthermore, continued employment of persons in a position which, by law, requires an Missouri license or certification (including, but not limited to, all Special Education positions) is contingent upon maintaining, in good standing, the required license or certification. Failure to maintain the license or certification required for your position may lead to disciplinary action up to and including termination of employment.

Candidates and employees are ultimately responsible for obtaining their license or certification (and/or maintaining it in a valid status) and the associated fees.

However, BELIEVE does offer assistance with and/or reimbursement of certain fees. For more information or for help obtaining, transferring, and/or maintaining your licensure, please contact admin@BELIEVEschools.org.

j) Background Checks

BELIEVE believes that hiring qualified individuals to fill positions contributes to the overall success of the organization. Furthermore, BELIEVE has an obligation to comply with the background check requirements of the Missouri Family Care Safety Care Registration and other governing bodies. Background checks, therefore, serve as an important part of the selection process here at BELIEVE.

Missouri's Family Care Safety Registry (FCSR) was established by law to promote family and community safety. The registry helps to protect children, seniors, and people with disabilities by providing background information. Families and employers can call the registry's toll-free line to request background information on registered child care, elder care, and personal care workers or to request licensure status information on licensed child care and elder care providers. This service is intended to provide information to help families and employers make informed decisions when hiring employees to work with children, the elderly, and people with disabilities.

All offers of employment at BELIEVE are contingent upon clear results of a background check. Background checks will include, but may not always be limited to, a criminal history records check, a check of the Statewide Sex Offender database, IPS Do Not Hire list, and a check of the Statewide Murderer and Violent Offender Against Youth Database.

Procedures and Process
After a contingent offer of employment is made, the chosen candidate will receive instructions from the Dean of Operations team for completing the background check. The chosen candidate may not begin work prior to initiation of the background check.

BELIEVE will adhere to all applicable federal, state, and local laws concerning the use of background check information in its hiring decisions and will notify any candidate/employee prior to any adverse employment action.

k) Employment Records and Employee Access

BELIEVE will maintain personnel records for all employees in accordance with applicable federal and state laws and regulations. Information will be properly secured and treated in a confidential manner. Access to personnel records is restricted to those with a business or legal right to know. Upon reasonable notice, employees may request to review their employee file at any time in the presence of a Dean of Operations staff member. Former employees continue to have the right to review their personnel record for up to one year after their separation from BELIEVE.

Employees are responsible for ensuring that personnel information (e.g. mailing address, emergency contacts, marital status, dependent status, direct deposit, etc.) is current by promptly updating this information through BELIEVE's portal. Employees whose employment has terminated will continue to have access to their W-2 mailing and to view pay statements. If employees have any questions or doubt as to whether a personal status change needs to be communicated, they should consult with the Dean of Operations.

Requests for Verification of Employment
Verifications of employment and outside requests for employment records of current or former employees are to be referred to the Dean of Operations. Only the following information will be verified: dates of employment and position(s) held. Written authorization is required prior to the release of salary information. No other employment information will be released by the Dean of Operations in response to such verification requests. Please note, however, that salary and other limited personnel information may be available to third parties under the Freedom of Information Act.

l) Notice of Privacy Practices

Our philosophy is to safeguard personal employee information held in BELIEVE's possession to ensure confidentiality of the information. BELIEVE is committed to keeping employee and dependent private information protected. BELIEVE understands the importance of privacy and will only collect personal information that is required to pursue its business operations and to comply with government reporting and disclosure requirements.

Sensitive, confidential and private information includes but is not limited to: medical information and individually identifiable information, such as name, address, personal telephone numbers and e-mail addresses, social security number, date of birth, and personal health information (PHI).

Personal information is considered confidential and as such will be shared only as required with individuals that need to have access to such information.

Employees participating in BELIEVE benefit plans should be aware that personal information will be shared with plan providers as required for record keeping needs or in handling claims.

Prospective employers, financial institutions, and residential property managers routinely contact employers requesting information on current or former employee work history and salary. All requests for this type of information should be directed to the Dean of Operations team.

Due caution will be taken in releasing any potential private employee information without written authorization signed by the employee.

m) Photo and Video Policy

BELIEVE staff may occasionally take photographs and video of employees for official BELIEVE business during the normal workday or special events. These images may appear in future BELIEVE publications, including but not limited to, the website, social media, newsletters, and other digital and print material. While BELIEVE reserves the right to use these photos and videos as necessary for external communications, fundraising, and other official purposes, individual privacy and preference will be respected to the fullest extent possible. If a staff member does not wish to be photographed, they should notify their Principal in writing at the beginning of the school year.

2.02 About Your Job

a) Employee Classifications

Throughout this handbook and periodically in BELIEVE communication or print material for employees, you will see references to several employee categories with which you should be familiar. They are as follows:

Exempt versus non-exempt
For the purposes of minimum wage and overtime calculations, positions are determined to be Exempt or Non-exempt based upon job duties and salary in accordance with the Fair Labor Standards Act (FLSA) and any applicable state laws.

Exempt
Those employees are excluded from the overtime and minimum wage provisions of the Fair Labor Standards Act (FLSA) and any applicable state laws. These employees typically include executives, supervisors, teachers, professionals and others whose duties and responsibilities allow them to be exempt from minimum wage and overtime pay provisions under federal and state law. Exempt employees are generally paid on a salary basis. Exempt employees are expected to maintain a full-time work schedule, including extra hours as needed to fulfill job responsibilities.

Non-exempt

Those employees who do not meet the exempt standard as defined in the FLSA are non-exempt, and must be paid at least the minimum wage and must be paid time and a half for every hour of overtime (over 40 hours in a workweek) they work.

Regular Full-Time Academic-Calendar Employee
Those employees who are regularly scheduled to work a minimum of 40 hours per week and whose work schedule is tied to the academic calendar (e.g. teachers, Principals, learning specialists, etc.) They are generally eligible for all BELIEVE benefits, subject to the terms, conditions, and limitations of each benefit program.

Regular Full-Time Year-Round Employee
Those employees who are regularly scheduled to work a minimum 40 hours per week and whose work schedule is not tied to the academic calendar and are generally expected to work 52 weeks per year (e.g. principals, deans, office managers, alumni counselors, most BELIEVE support team positions, etc.) They are generally eligible for all BELIEVE benefits, subject to the terms, conditions, and limitations of each benefit program.

Regular Part-Time (Academic-Calendar, Year-Round)
Those employees who are regularly scheduled to work less than 30 hours per week. They may work the academic calendar or year round.

Temporary (or Seasonal) Employee
From time to time, BELIEVE may hire temporary employees for specific periods of time or for the completion of a specific project. The job assignment, work schedule, and duration of the position will be determined on an individual, case-by-case, basis.

If you are a temporary employee, please understand that you are not entitled to benefits described in the BELIEVE Handbook, except as granted, or to the extent required by provision of state and federal laws.

Consultant (Also known as Independent Contractor, Sole Proprietor, 1099 Employee, etc.)
A person who is under contract and hired for a job established for a specific period or for the duration of a specific assignment or group of assignments. Unlike temporary employees, consultants must be independent as determined by applicable Internal Revenue Service and the U.S Department of Labor regulations. Consultants can be either full-time or part-time. Payments to consultants are processed by the Finance Team. Consultants are not eligible for any BELIEVE benefits and are not employees of BELIEVE.

b) Employee At-Will

Employment with BELIEVE is “at-will.” This means that, just as each employee has the right to terminate his/her employment at any time, with or without cause and without prior notice, so does BELIEVE. The at-will nature of employment at BELIEVE cannot be modified absent a written agreement signed by BELIEVE's CEO.

Offers of employment, job descriptions and any other document or communication, conveyed orally or in writing, including this Handbook, should not be mistaken for a contract or promise of continued employment, permanent employment or guaranteed employment of any fixed duration.

-2.03 Pay, Hours, and Leaves of Absence

a) Payday and Paychecks

All BELIEVE staff are paid semi-monthly, on the 15th (or the last business day preceding the 15th) and the last business day of each month. Any changes in wage must be effective at the start of a pay period.

Pay statements are available to staff 24-7 via the HCCHR.com. Staff should review each pay statement as soon as they are available to ensure all time worked was recorded accurately and that they were paid correctly for all hours worked.

Replacement of Lost Payroll Check
A paycheck may be replaced only after five (5) business days have lapsed from the original check issue date to allow time for delays due to mail delivery.

To request a replacement payroll check, contact operations@believeschools.org. Once your request is received, a stop payment will be placed on the original check and only once funds have been returned to BELIEVE (from the original check) will a replacement check be issued to the employee.

Please be aware that the entire process can take up to two weeks and BELIEVE may charge you an administrative fee commensurate with the fees charged to BELIEVE for replacing the check. We strongly suggest that all employees enroll in the direct deposit program; it is safe, secure, and convenient.

b) Timekeeping for Payroll

It is BELIEVE's policy to pay its staff members all compensation that they are entitled to receive in compliance with all applicable state and federal laws. When an error occurs, the staff member must immediately bring it to BELIEVE's attention, and BELIEVE will promptly make any corrections necessary.

Recording Time
Non-exempt staff (hourly or salary) are required to maintain accurate records of all hours worked. All work must be recorded in BELIEVE's web-based time and attendance system within the HCC system. Staff are directly responsible for recording their time worked in the system in an accurate and timely manner. For staff without web access, paper timesheets will be made available upon request. Failure to record time appropriately, document changes or additional time worked or otherwise adhere to BELIEVE's timekeeping policies will result in corrective action, up to and including termination of employment.

Staff should discuss any questions they may have concerning recording work hours with their immediate supervisor, the campus office leader, or should contact the Dean of Operations team for a formal evaluation of their record-keeping concerns. It is a violation of BELIEVE policy for anyone to instruct or encourage another staff member to incorrectly report hours worked or to improperly alter another staff member's time records. If a staff member is directed to incorrectly report time worked in any way, she/he should report the incident immediately to the Dean of Operations.

Staff may not work any time (including overtime) that is not authorized by the staff member's supervisor. Staff may not start work early, finish work late, work during a meal break, or perform any other extra work or overtime unless directed to do so. Although staff will be paid for any time worked, working time that is not authorized by the supervisor may result in corrective action, up to and including termination of employment.

c) Payroll Forms and Processing Deadlines

All required payroll items must be received by the Payroll department in a timely fashion in order to be processed and included in the appropriate payroll. This is critical to meet payroll-processing deadlines, comply with legal pay and tax-reporting requirements, maintain employee satisfaction, and avoid additional, unplanned charges and fees.

To aid in this process, the Dean of Operations team has established guidelines to ensure completion of the payroll process in a timely and reasonable fashion:

- Submitted items will not be processed without all required items and signatures/approvals.
- Timekeeping records and other HR & Payroll forms (e.g., Personnel Action Forms, Tax Forms, etc.) must be submitted by the established payroll deadline to ensure proper setup, withholding, and payment. Deadlines are listed for managers within the payroll calendars within the HCC hr.
- New employees will not be added to the payroll system until they have completed the necessary onboarding paperwork, including completion of the background check process and form I-9.
- Payroll items not received by the deadline will be processed on the next regularly scheduled payroll cycle.
- Some payroll items (e.g., direct deposit, tax forms) can require up to two payroll cycles to completely process. BELIEVE will not recalculate and/or reissue payroll checks due to missed submission deadlines or extended processing times.

d) Direct Deposits

Direct deposit is available to all staff. Enrollment is available by accessing HCCHR. Staff who receive a live/paper paycheck will receive it via the U.S Postal Service using the address of

record at the time the check is processed. No exceptions can be made to this process. All staff are strongly encouraged to opt into the direct deposit program.

Note: Due to U.S Postal conditions outside BELIEVE's control, we are unable to guarantee delivery of your live/paper paycheck on payday. Staff may be responsible for fees associated with the replacement or misplaced payroll checks. Contact the payroll department (operations@believeschools.org) immediately if you believe your check has been lost or stolen.

e) Payroll Deductions

BELIEVE is required to make deductions from your pay for applicable federal, state, and local income taxes. In addition, BELIEVE may be legally obligated to withhold amounts from your paycheck for other reasons, including, but not limited to, pension contributions, judgments, child support payments, and wage garnishments.

In addition, an employee may elect voluntary deductions for his/her share of premiums for health, dental, vision, and life insurance, flexible fringe benefit programs, and other tax deferred savings plans. These deductions are authorized by the employee at the time of enrollment.

Finally, if any BELIEVE property is damaged (including technology) through negligence, the cost will be deducted through payroll. All employees are required to sign a technology agreement prior to the start date.

Payroll deductions are itemized and included on employee pay statements, which are available for review via HCC portal.

f) Supplemental Wages

Supplemental wages are compensation paid to an employee in addition to his/her regularly wages and include, but are not limited to, bonuses, overtime pay, stipends (e.g., enrichment, summer school, night school, etc.), awards and prizes, back pay, retroactive pay, and severance pay. Supplemental wages are subject to income tax, Social Security tax (if applicable), and Medicare tax just like normal wages. In certain situations, they may also be subject to withholding for child support, wage garnishments, or for contributions to PSRS or other deferred compensation plans. The calculated tax withholding for these earnings, though, will depend on the timing and receipt of the supplemental wages.

Supplemental wages paid at the same time as regular wages (common): Supplemental wages received concurrently with regular wages for a payroll period will be combined with regular wages and taxed as if the total were a single semi-monthly wage payment.

Supplemental wages paid separately from regular wages (rare instances): Supplemental wages received with no connection to regular wages for a payroll period will be treated separately and taxed at the federal supplemental tax rate prescribed by the Internal Search Revenue Service (IRS). Note: To limit administrative costs, it is very rare that BELIEVE would issue a supplemental wage payment separate from regular earnings. Typically end-of-year bonuses are processed separately.

h) Overtime Pay

Non-exempt employees are not permitted to work overtime without the prior approval of their supervisor. Any non-exempt employee who fails to obtain approval prior to working hours that extend beyond a 40-hour work week will be subject to disciplinary action, up to and including termination. During busy periods, the supervisor may require staff to work extended hours. Hours worked beyond the staff member's typical schedule, including evening and weekend work, should be recorded on the staff member's timesheet. Overtime is considered a condition of employment and refusal to accept it when reasonable notice has been given is cause for discipline, up to and including termination.

All hours worked by nonexempt employees in excess of a 40-hour work week will be compensated at an overtime rate of 1.5 times the regular hourly rate (e.g. if the regular hourly rate is $10/hour then the overtime rate would be $15/hour). The work week begins at 12:00 a.m. on Wednesday morning and ends at 11:59 p.m. on Tuesday evening. Please note that non-worked time (e.g., PTO, Holiday, etc.) does not count towards hours worked for overtime calculations.

Calculating Overtime with Multiple Rates or Departments
In some cases, a non-exempt staff member's work may be divided between two or more rates or departments. In these cases, overtime is billed or charged to the department in which the forty-first (41) hour occurs.

j) Academic-Calendar Summer Pay

Full-time, salaried-exempt staff members who work an Academic-Calendar schedule (rather than a Year-Round/12-month schedule) earn their annualized salary bi-weekly over a 52-week period and are paid as set forth in this policy, in 24 semi-monthly payments. Although many Academic-Calendar, exempt staff members work less than a full calendar year, many wish to be paid over a 12-month schedule so they have regular payrolls throughout the year. To accomplish this under applicable wage payment rules, BELIEVE adheres to these policies with regard to Academic-Calendar, exempt staff members:

- Academic-Calendar, exempt employees who work the entire school year are considered to be full-time and are paid on a 12-month schedule. Even during the summer months when they are not always performing work, they earn their salary each week. This allows such employees to receive regular payroll checks throughout the year, even if they are working approximately 10 months.
- Provided that an Academic-Calendar, exempt employee works the entire school year and is in good standing with BELIEVE, and even if they give notice prior to the end of the school year that they are not returning, BELIEVE will agree to pay them any unearned pay through the end of the 12-month period (7/31 of that calendar year). This pay is typically in the form of payroll continuation and is conditioned on signing paperwork to protect BELIEVE. This policy is in place to

ensure that all employees give timely notice of plans to depart without any concern that they will not receive 12-months' of pay.

- In the event that any Academic-Calendar, exempt employee does not work through the end of the academic year, that employee will stop earning salary and PTO during the last work week s/he/they performs work for BELIEVE and should not expect to receive 12-months of pay for the school year. Such employees will not earn compensation that others who remain employed are earning. This policy is designed to protect scholars by discouraging Academic-Calendar employees from voluntarily ending their employment with BELIEVE before the end of the school year.

- Academic-Calendar, exempt staff members who are asked to perform extra work after the end of the Academic-Calendar year may receive extra compensation for such work based on the specifics of the situation and pursuant to individual arrangements, which should be memorialized in writing.

The Academic Calendar is published annually and includes multiple expected non-work days consisting of holidays, a winter break, and a spring break.

Hourly employees on an academic calendar are paid each pay period for hours worked.

k) Observed Holidays

BELIEVE observes the following holidays for the 2023-2024 school year:

- Labor Day
- Thanksgiving Break
- Winter Break
- Lincoln's Birthday
- Martin Luther King Jr. Day
- Presidents' Day
- Truman Day
- Memorial Day
- Juneteenth (Observed)(only applies to year-round employees)
- Independence Day (Observed)(only applies to year-round employees)

Please review the academic calendar for specific dates each year.

Blackout Days

Blackout days are pre-determined days that do not support paid time off. These days include the following:

- The first or last week of the school year
- Any day before or after a break
- Testing days

Employees may be subject to go without pay if a blackout day is taken. All requests must be submitted and approved by the Principal.

Year-round employees receive holiday pay as follows:

- Full-time employees regularly working 40 hours per week or more are paid for up to an 8-hour work day on observed holidays.
- Administrative employees working less than 40 hours per week are not eligible for holiday pay.

Academic-calendar employees receive holiday pay as follows:

- Full-time salaried employees regularly working 40 hours per week or more are paid for up to an 8-hour day on observed holidays, excluding holidays observed outside the regular academic calendar. They also observe the same winter and spring breaks as the scholars. See the academic calendar for specific dates.
- Full-time academic-calendar hourly employees regularly working 40 hours per week or more are paid for up to an 8-hour day on observed holidays, excluding holidays observed outside the regular academic (46.6-week) calendar (i.e. 4th of July). They also observe the same winter and spring breaks as the scholars, but do not receive holiday pay for these "break days". See the academic calendar for specific dates.
- Academic-calendar employees working less than 30 hours per week are not eligible for holiday pay.

Staff members are also allowed to take a religious holiday without using paid time off for religious observances that can only be celebrated during work hours. Unless impractical, employees wishing to take one of these days must have the permission of their supervisor and notify their supervisor at the beginning of the school year of which day(s) will be taken as religious holidays.

l) Leaves of Absence

BELIEVE offers a variety of leave options to staff. Leaves of absence are unpaid unless otherwise indicated or mandated by law.

Personal Leave of Absence
In the event of a personal leave situation that does not fall under (or is not covered by) BELIEVE's Bereavement Leave or Family and Medical Leave Act policies, discussed below, you may request a personal leave of absence. A personal leave is an authorized, extended, and unpaid period away from work and should be requested in writing from your principal or appropriate chief officer, prior to the commencement of the leave. Approval is at the discretion and judgment of the principal or appropriate chief officer.

While on an approved, unpaid personal leave of absence, you are required to make the same contributions as active employees in order to continue your benefit coverage through our third-party COBRA administrator. Failure to return to work upon expiration of authorized leave, unless a valid excuse is given, may result in termination of employment.

Paid Bereavement Leave
It is BELIEVE's intent to provide continuity of income to all full and part-time employees who suffer the loss of a family member through death. As a result, at the discretion of the employee's supervisor, the employer will be granted paid bereavement time for up to three (3) working days. If more time is needed, the employee will be expected to use accrue with supervisory approval.

For purposes of bereavement pay, immediate family members include:

- Birth parents, adoptive parents, step-parents, foster parents, parents-in-law
- Spouse or domestic partner
- Birth siblings, adoptive siblings, step siblings, foster siblings, siblings-in-law
- Birth children, adoptive children, foster children stepchildren, children-in-law
- Grandparents and Grandparents-in-law
- Grandchildren
- At the discretion of the employee's supervisor, other close family members or individuals

Jury Duty
If you are ordered to report for jury duty, you will be excused from work with no change in pay or benefits. You may also accept any fees paid to jurors by the court. When you have a pending jury duty assignment, please notify the principal who will determine whether a request for deferral should be made.

Time off to Vote
Up to two hours may be taken to vote on election days. In order to ensure continuity, staff must communicate responsibly with their supervisors about the time they wish to vote, and such requests must be made prior to Election Day. BELIEVE reserves the right to specify the two-hour block an employee may be absent for the purposes of voting.

The Family and Medical Leave Act (FMLA)
Time off for personal illness reasons is counted as part of the 12-week leave eligibility provided under the Family and Medical Leave Act of 1993 (FMLA). Under FMLA you are allowed to take up to 12 weeks of unpaid, job-protected leave provided you meet basic eligibility requirements.

Employees who have worked 12 months with a minimum of 1,250 hours worked during the 12-month period are eligible for FMLA under this policy. An approved leave under this policy is available for up to 12 weeks during a given 12-month period (measured using the rolling backward method) for the following reasons:

- For the birth and care of the newborn child of the employee;
- For placement with the employee of a son or daughter for adoption or foster care and to bond with the newly placed child within one year of placement;
- To care for an immediate family member (spouse, child, or parent) with a serious health condition;

- To take medical leave when the employee is unable to work because of a serious health condition;
- Any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a military member on covered active duty; or
- To care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the service member (note: additional leave is permitted for covered service members).

FMLA permits employees to take leave on an intermittent basis or to work a reduced schedule under certain circumstances. A request for either intermittent or reduced schedule leave will be granted when medically necessary, as established by information requested by the Certificate of Health Care Provider form, to care for a seriously ill immediate family member or because of the employee's own serious health condition. If medical treatment is foreseeable, the employee must work with their manager and Dean of Operations to schedule the leave so as not to unduly disrupt the employer's operations. Intermittent or reduced leave for reason of caring for a child who is newly born, adopted, or placed for foster care may only be taken with the employer's approval. Employees requesting FMLA leave for adoption of a child will be required to provide documentation of adoption proceedings as part of the FMLA certification process.

Staff members will have the option to use their PTO or sick leave during unpaid FMLA leave. Staff requesting FMLA leave for the birth or adoption of a child will be required to take paid Parental Leave Days prior to PTO or sick bank days. FMLA leave runs concurrently with any leave taken under a BELIEVE-sponsored disability plan and with any accrued sick leave, sick bank, Parental Leave and/or elected PTO to be taken in conjunction with FMLA leave.

To apply for FMLA leave, your request should be submitted in writing to the principal (contact Dean of Operations for the FMLA application form) as early as possible or at least 30 calendar days prior to the start of your disability period to provide advance notice and get the necessary approvals. If special circumstances preclude 30 days of notice, then notice should be given as soon as possible before the leave begins. Medical certification must also be provided within 15 days of giving notice.

While on FMLA leave, you are eligible to participate in the BELIEVE sponsored health and wellness benefits plans.

Every effort will be made to return you to the same position you held when you began the FMLA leave. If this position is no longer available, you may be returned to an equivalent position with respect to pay, benefits, and other terms and conditions of employment. You will have the same rights to job restoration and to any other benefits as if you had been continuously on the job instead of on a leave.

Failure to return to work upon expiration of authorized leave, unless a valid excuse if given or leave is extended, may result in the termination of employment. Additionally, any unearned PTO paid out during leave will require repayment.

This policy does not preempt any state or local laws providing greater rights than those provided under the FMLA.

Parental Leave

While BELIEVE is home during many hours of the day, we share our staff members with another home -- one that may be in the process of growing. The intent of parental leave is to provide staff members with financial protection in the event of childbirth or adoption. Staff members will be granted fifteen (15) paid Parental Leave Days for FMLA-approved leave for birth or adoption.

Staff members are eligible for Parental Leave upon completion of six (6) months of consecutive employment, and Parental Leave must run concurrently with FMLA or personal leave of absence. Part-time staff are entitled to Parental Leave on a prorated basis. Proration will be calculated according to the average number of hours worked during the 12-month period preceding the leave request. Parental leave days must be used within the first 30 days of FMLA leave or during the first two weeks of the school year following a birth over summer break and must be used prior to using sick bank time and/or PTO. In addition to the aforementioned 10 paid Parental Leave Days, staff members are eligible for a one-time grant of five additional Parental Leave Days. These days are available upon return from initial leave after the birth or adoption of a child. They are made available to give new parents additional flexibility while adjusting to a growing family. Parental Leave Days do not roll into the Sick Time Bank and do not pay out upon termination. The five additional Parental Days do not expire until fully used or until employment is terminated; an employee may continue to roll unused Parental Leave Days into each new school year until fully used.

Military Leave

During the time federal or state deployment orders are in effect for a close family member of an employee, employees may be entitled to up to 30 days of unpaid family military leave. To be eligible, employees must have worked at least 12 months for BELIEVE and have worked at least 1,250 hours in the last 12 months preceding the commencement of the leave. “Family military leave” means leave requested by an employee who is the spouse, parent, child, or grandparent of a person called to military service lasting longer than 30 days with the state or United States pursuant to the order of the governor or the President.

Before an employee can take family military leave, the employee must exhaust all accrued PTO and any other leave that may be granted to the employee.

BELIEVE requires certification from the proper military authorities to verify an employee’s eligibility. Employees must give at least 14 days' notice of the intended date upon which the family military leave will commence if leave will consist of five or more consecutive workdays. Employees taking less than 5 days leave must give the notice to their supervisor as soon as possible.

An employee who takes family military leave, upon the expiration of the leave, is entitled to be restored to the position held when the leave commenced or to an equivalent position.

Taking such leave will not result in the loss of any employee benefit accrued before the date on which the leave commenced. During such leave, you will be allowed to continue benefits in accordance with the terms and conditions of any plan at your expense.

Uniform Services Employment and Reemployment Rights Act
The Uniformed Services Employment and Reemployment Rights Act (USERRA) applied to past and present members of the uniformed services, which includes the Army, Navy, Air Force, Marines, Coast Guard, Army Reserve, Marine Reserve, Air Force Reserve or Coast Guard Reserve, Army National Guard or Air National Guard, commissioned Corps of the Public Health Service when engaged in active duty for training, inactive duty training and any other category of persons designated by the President in time of war or emergency. In order to qualify for this leave of absence under USERRA, an individual must be absent from work because of service in the informed services. The leave is unpaid except for up to two weeks of annual training. Additionally, employees will have the option to continue benefits for up to 24 months for themselves and their dependents, in accordance with the terms and conditions of any plan at the employee's expense.

Employees are entitled to 12 work weeks of leave during any 12-month period and are entitled to take leave upon at least 48 hours' notice (where practicable). However, neither the Act nor this Policy is intended to confer a right to leave beyond the twelve weeks of FMLA leave. An employee also may elect to apply PTO or family or medical leave under this Act. Certification from the employee that leave is for a qualifying reason may be required.

An employee who takes such leave will (i) be restored to the same or an equivalent position with equivalent benefits, pay and other terms and conditions of employment; and (ii) retain all benefits accrued prior to the date leave commences (including life insurance, health insurance, PTO, and pensions). However, the employee will not be entitled to accrue seniority or additional employment benefits during the leave. The employee is also entitled to continued health insurance during any period of leave on the same terms and conditions as if the employee remained continuously employed. If an employee fails to return from leave, BELIEVE can recover the premium the employer paid for health insurance, provided the reasons the employee has not returned do not include the continuation, recurrence, or onset of domestic or sexual violence or other circumstances beyond the control of the employees. Certification of such reasons may be required.

Pursuant to the Victim's Economic Security and Safety Act, BELIEVE may seek a workplace protection restraining order to prevent violence or credible threats of violence in the workplace upon proper notice and consultation with the employee.

m) Safe Harbor Policy

It is BELIEVE's policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure that you are paid properly for all time worked and that no improper deductions are made, you must correctly record all work time (if applicable) and review your paychecks promptly to identify and to report all errors. You must not engage in off the clock or unrecorded work.

Review your Pay Statement

We make every effort to ensure our employees are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to our attention, we will promptly make any correction that is necessary. Please review your pay statement (at dayforcehcm.com) at your earliest convenience to make sure it is correct. If you believe a mistake has occurred or if you have any questions, please contact the Dean of Operations.

Timekeeping Records
Non-exempt employees must maintain a record of the total hours they work each day. These hours must be accurately recorded on your timesheet in Dayforce. Your timesheet must accurately reflect all regular and, if eligible, overtime hours worked. At the end of each pay period, your timesheet must be reviewed and approved by a supervisor. When you receive each paycheck, please verify immediately that you were paid correctly for all hours worked in that pay period.

Exempt Employees
If you are classified as an exempt employee, you will receive a salary, which is intended to compensate you for all the hours that you may work for BELIEVE. This salary will be established at the time of hire or when you become classified as an exempt employee. While it may be subject to review and modification from time to time, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work you perform.

You will receive your full salary for any pay period in which work is performed. However, under federal law, your salary is subject to certain deductions. For example, your salary can be reduced for the following reasons in a pay period in which work was performed:

- One or more full day absences for personal reasons (including vacation), other than sickness, or disability
- One or more full day absences occasioned by sickness or disability (including work-related accidents) where a deduction is made in accordance with BELIEVE's Paid Time Off (PTO) policy, or short term or long term disability insurance plan
- Unpaid disciplinary suspensions of one or more full days for significant infractions of employment rules and policies
- The first or last week of employment, in the event you work less than a full week

Your salary may also be reduced for certain types of deductions, such as your portion of health, dental, or life insurance premiums; state, federal, or local taxes, social security or pension contributions; or voluntary contributions to our 403(b) or other deferred compensation plan. In any pay period in which you performed any work, your salary will not be reduced for any of the following reasons:

- Partial-day absences for personal reasons, sickness, or disability
- Absences for jury duty, attendance as a witness, or military leave in any week in which you have performed any work
- Any other deductions prohibited by state or federal law

To report violations of this policy, communicate concerns, or obtain more information please reach out to Dean of Operations (operations@BELIEVEschools.org)

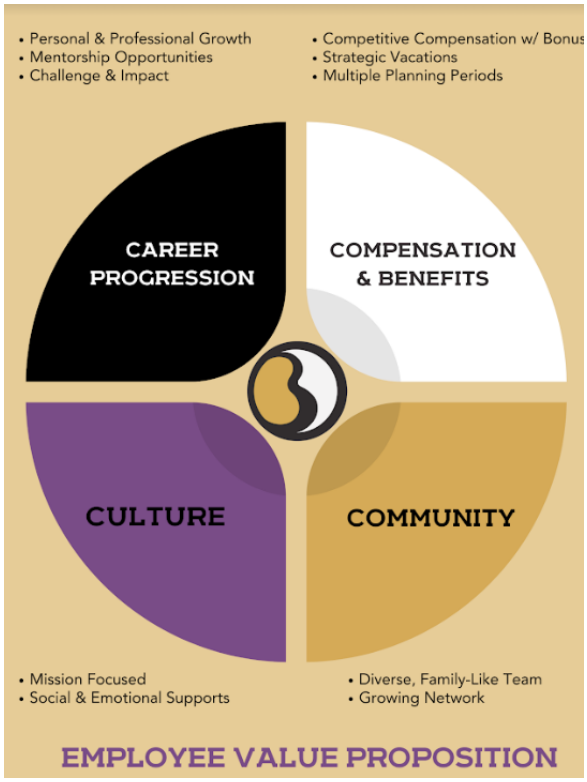
It is a violation of BELIEVE policy for any employee to falsify a timesheet, or to alter another employee's timesheet. It is also a serious violation of BELIEVE policy for any employee, supervisor, manager, or director to instruct another employee to incorrectly or falsely report hours worked or alter another employee's timesheet to under-or-over report hours worked. If any supervisor, manager, director, or employer instructs you to: (1) incorrectly or falsely under-or-over-report your hours worked, (2) alter another employee's time records to inaccurately or falsely report that employee's hours worked, or (3) conceal any falsification of time records or to violate this policy, do not do so.

If you have questions about deductions from your pay, please contact the Dean of Operations immediately. If you believe your wages have been subject to any improper deductions or your pay does not accurately reflect all hours worked, you should report your concerns to a supervisor immediately. If a supervisor is unavailable or if you believe it would be inappropriate to contact that person (or if you have not received a prompt and fully acceptable reply within three business days), you should immediately contact the Dean of Operations team.

Every report will be fully investigated and corrective action will be taken, up to and including discharge of any employee(s) who violates this policy.

In addition, BELIEVE will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperates in BELIEVE's investigation of such reports. Retaliation is unacceptable. Any form of retaliation in violation of this policy will result in disciplinary action, up to and including termination of employment.

2.04 Employee Benefits



Caring about your health, wellness, family life, and planning ahead for your future all drive BELIEVE's decisions for benefit offerings every year. Our goal is to provide top-tier options with high-quality vendors, while also offering strong support and education about offerings.

For complete details about our benefit plans, refer to the full text of the official plan documents available from the Dean of Operations. To the extent that any of the information contained in this handbook is inconsistent with the official plan documents, the provisions of the official documents will govern in all cases.

BELIEVE reserves the right, in its sole and absolute discretion, to amend, modify, or terminate, in whole or in part, any or all of the provisions of the benefit plans or programs it offers to employees, as well as increase the cost to employees of such plans or programs.

a) Insurance and Other Benefits

Health, Dental, Vision, and prescription drug coverage
BELIEVE offers a group health insurance plan, vision care coverage, comprehensive dental coverage, and prescription drug coverage to all eligible staff regularly scheduled to work 30 or more hours a week. The majority of the premium cost is covered by BELIEVE, with the remainder paid by the employee. If elected, eligible coverage begins on the first of the month following 30 days of employment. Failure to enroll within 30 days of hire means the employee must wait until the next open enrollment period. BELIEVE Schools, Inc covers 75% of your insurance premium. Employees who opt-in are responsible for 25% of your premium.

Life Insurance and AD&D (Accidental Death and Dismemberment)
BELIEVE provides group life insurance, valued at 200% of your annual salary (up to a maximum of $500,000) to all eligible employees regularly scheduled to work 40 hours or more per week. The plan also includes options for staff to select additional life insurance coverage beyond that which is paid for by BELIEVE, however, employees are responsible for the additional cost of associated coverage.

Worker's Compensation
If you are involved in an accident while working on behalf of BELIEVE, no matter how small, it must be reported immediately to your supervisor and Dean of Operations. An incident report must be completed in every situation and should be forwarded to the Dean of Operations immediately. Any worker's compensation insurance claim will be filed by the Dean of Operations and each case is evaluated by Worker's Compensation to determine if a compensable injury has occurred.

Absences that are a result of a work related injury will be paid for in accordance with the Worker's Compensation Law and are not charged to your paid-leave-benefits.

Long-term Disability Insurance
BELIEVE provides all eligible employees regularly scheduled to work 40 hours or more per week long-term disability insurance coverage at no cost to them. Disability benefits may begin as early as the 90th day after absence from work and must be requested by contacting BELIEVE's long-term disability insurance provider. Benefits received will be based on a percentage of the employee's salary, as specified in the plan documents.

Mental Health Supports
Part of the BELIEVE model is centered around mental and emotional health. Similar to scholar supports, BELIEVE provides free, on-site therapy services through One Sensible Solutions. During summer PD, there will be time to sign-up for services. If you ever have questions regarding enrollment, please contact jmanning@believeschools.org.

b) Retirement Benefits

RETIREMENT PLAN
Per statute, employees are required to participate in the Public School Retirement System of the City of St. Louis. As defined in the PSRSSTL member manual, BELIEVE St. Louis Academy and employees have legally required contribution percentages.

For more information about PSRS, your defined benefits schedule, or anything else, please visit their Frequently Asked Questions section or review their member manual. We highly encourage all BELIEVE employees to review the member manual in detail. All questions regarding the PSRSSTL plan should be directed to PSRSSTL.

c) Continuation of Health Insurance Benefits (COBRA)

Pursuant to the Consolidated Omnibus Budget Reconciliation Act (COBRA), BELIEVE offers employees the opportunity to obtain a temporary extension of health coverage at the group rate in certain instances where coverage under the plan would otherwise end.

Some common qualifying events are: resignation, termination of employment, death of an employee, a reduction in an employee's hours, leaves of absence, divorce or legal separation, and a dependent child no longer meeting eligibility requirements. Under COBRA, the employee (or beneficiary) pays the full cost of coverage after a qualifying event at the then effective group rates plus an administration fee for continuation coverage. BELIEVE (via a third-party COBRA administrator) provides each eligible employee (and/or dependent) with a written notice describing rights granted under COBRA when a qualifying event occurs. The notice contains important information about the rights and obligations of the employee and/or beneficiary(ies). Failure to comply with the notice may result in a loss of insurance coverage. It is imperative that each employee keep BELIEVE apprised of the status of his/her family life and age of dependents. Please contact the Dean of Operations team for more information.

d) Paid Time Off (PTO)

This paid time off (PTO) policy is provided to all regular (non-temporary) full-time staff members so they can be paid during certain periods away from work. Vacation, sickness and other personal affairs are all included in the PTO pool of days.

Staff members should consider their number of allotted annual PTO days as they plan time away from work throughout the year, remembering to take into consideration potential unplanned days off for illness and family emergencies. Absences beyond those allowed or covered by this policy may be considered "unpaid" in accordance with applicable payroll policies and may impact extended summer pay for academic staff.

Eligibility, accrual, and use
All regular full-time staff members who work 30 hours or more per week are eligible for PTO to use throughout the year. It is the staff member's responsibility to appropriately manage his/her PTO allowance so that no additional time is needed beyond the time off provided.

Part-time and temporary employees are only eligible for Paid Sick Leave.

PTO allowances accrue as follows:

Staff Members on an Academic-Calendar Schedule
Full-time staff on an academic schedule can accrue up to a maximum of 48 PTO hours (6 days) per year between July 15th and June 5th (the "PTO Year").

Staff Members on a Year-Round Schedule
Full-time staff on an administrative schedule accrue PTO hours on a bi-weekly basis between August 1st and July 31st (the "PTO Year"). These hours are accrued at the end of each semi-monthly pay period at the rates set forth below:

Completed Years of Service	Annual Equivalent (Maximum Allowance)
Less than 3 years	10 days
3rd - 5th years	15 days
6th - 8th years	17 days
9th - 10+ years	20 days

Approval
Except in times of illness or emergencies, PTO must be approved in advance by a supervisor. Please understand that there are occasions where the supervisor will not approve a PTO request. In cases when PTO is not approved, an employee is expected to report to work as scheduled. Unapproved absences may be subject to progressive discipline, up to and including termination.

How to Submit PTO
→ Employees should submit PTO requests in the HCC portal and Principal Jawn Manning jmanning@believeschools.org.

Half-Day PTO
With manager pre-approval, employees have the ability to apply PTO in "half-day" increments. A half-day is applied at the rate of 4 hours of accrued time (whether or not equivalent to this amount). A half-day should be applied when, for personal reasons, an employee requests to miss a significant portion of expected work duties on a given day (e.g. an employee misses professional development or core work expectations during flex-day time; an employee requires burdensome coverage for expected teaching duties during requested window of time off; etc.).

Carryover of PTO
BELIEVE encourages its staff members to take personal time, preferably when scholars are not in school. Any earned but unused PTO at the end of the year is forfeited and cannot be carried over into the next year. Instead, any remaining unused PTO can be moved into the staff member's sick bank (up to 5 days) to be used as provided for below. Any time allocated to a staff member's sick bank cannot be converted back to PTO.

Sick Time Bank
Sick Time Bank hours should be used for:

- For your own or immediate family member's illness, injury, medical care, treatment, diagnosis or preventative medical care
- If your place of work, or your child's school or place of care, is closed by government order due to a public health emergency

The sick bank may be used for a qualifying medical purpose, as described above, before exhausting all PTO.

Hours allocated to a staff member's sick bank cannot exceed 40 days. Additionally, any unused hours in a staff member's sick bank will not be paid out upon termination.

Paid Time Off at Termination
If a staff member stops working at BELIEVE and has earned but unused part-time off (PTO) then those earned but unused hours will be forfeited upon staff member's termination at his/her then effective hourly (or equivalent) rate. If a staff member leaves BELIEVE for any reason having taken more PTO than actually earned then she/he must repay the difference (see "Borrowing").

Sick Day
If you are ill, stay home. Do not come to work sick. Days should be entered into HCC no later than 6AM on the day you are ill. Additionally, you should notify your direct supervisor and Principal.

Please note: BELIEVE STL Academy has the right to request a doctor's note if the situation warrants.

Paid Sick Leave
Part-time and temporary staff are paid hourly or a salary will accrue Paid Sick Leave hours at the rate of 1 hour for every 40 hours worked. These accrued hours do not expire and do not payout at termination.

Temporary employees paid via stipend will be granted Paid Sick Leave if their term of employment with BELIEVE is greater than 180 days. Paid Sick Leave will be equal to 1 hour for every 40 hours worked. If an employee leaves BELIEVE and returns within 120 days, their initial date of employment will be used to calculate 180 days of employment.

Paid Sick Leave should be used for the same instances listed above for full-time employees' Sick Time Bank.

Black Out Days
Per our policy, PTO cannot be used during the following:

- Summer Professional Development
- First week of school
- Last week of school
- Testing Days
- The day prior and following any school holiday or break
- Class Trip Days

If you are seeking PTO during a black out day, you must seek approval from the Principal. Black Out Days are considered leave without pay; unpaid days.

e) Domestic Partner

BELIEVE acknowledges the needs of a diverse workforce and fairness in providing benefits to our employees who may or may not choose to be in a conventional marriage or recognized civil union. Therefore, to the extent available under benefit plan provisions and applicable benefit laws, domestic partners of BELIEVE employees will receive the same benefits that are available to employee spouses. Pursuant to federal and state tax provisions, the value of the benefits afforded to domestic partners may be taxable and, in such a case, the employee will have imputed income in the value of those benefits for purposes of calculating income tax, unless the domestic partner is certified as a dependent under IRS rules (and proof is provided). For more information visit www.irs.gov or speak with a tax advisor.

Domestic Partners are those individuals who meet the following criteria:

- At least 18 years old and mentally competent to consent to a contract
- Not legally married to anyone
- Not related by blood to a degree of closeness that would prohibit legal marriage in the state of Missouri
- Have entered into the domestic partner relationship voluntarily and without reservation
- Are jointly responsible for each other's common welfare and shared financial obligations
- Intend to continue the domestic partner relationship indefinitely, with the understanding that the relationship can be terminated at any time by either partner

Employees who wish to apply for domestic partner benefits must complete and submit to BELIEVE's Dean of Operations team an Affidavit of Domestic Partnership. The original form will be kept indefinitely in the employee's confidential file within the Dean of Operations. The form will be deemed effective until one of the following occurs:

- The employee changes the partner designation by completing a new Affidavit of Domestic Partnership or by providing a copy of a marriage certificate and returns either document to the Dean of Operations.
- The employee requests removal of the document and completes an Affidavit of Termination of Domestic Partnership. Benefits coverage for the domestic partner and his or her dependents will terminate pursuant the provisions of the benefit plan.

g) Northwestern Mutual Financial

As a part of BELIEVE's benefits package, BELIEVE offers all employees free access to financial-wellness support through Northwestern Mutual Financial. We believe that reducing financial stress and increasing overall financial health, allows BELIEVE employees to better serve our scholars. NMF offers a range of services including one-on-one budget planning support, an online platform for managing your budget and finances, and personalized advice based on your own financial priorities.

BELIEVE does not receive any commissions or other financial incentives from NMF as a result of your participation. This service is provided as an optional benefit among BELIEVE's broader benefits and employee-wellness efforts.

In consideration for the services provided by NMF, all participants who opt to engage with NMF must consent to the terms set forth in NMF's Brochure and separate BELIEVE agreement, copies of which will be provided to you.

If you have any questions about NMF services, please contact Jason Wilderson at jason.wilderson@nm.com.

2.05 Professional Expectations

BELIEVE is committed to the following core values: kids over adults; authentic relationships; growth mindset; owning your impact and humility and village. These values not only guide the way BELIEVE serves scholars but are also the standards by which professional conduct and performance are measured. BELIEVE is dedicated to the concept of rigorous but supportive professional coaching, and BELIEVE employees can expect regular communication regarding professional expectations. To help maintain a positive and safe work environment for both BELIEVE scholars and employees, we rely on you to comply with BELIEVE's overall professional expectations, as well as comply with federal and state laws.

This section is not intended to include every situation that might arise, nor does it alter the at-will employment policies described earlier in this handbook.

a) Standards of Conduct

Employees are expected and required to meet acceptable performance standards and otherwise to conduct themselves in an appropriate manner during the course of their employment. Other professional standards discussed below are published for your information as a general guide regarding appropriate conduct. Due to the at-will nature of employment with BELIEVE, both the employer and the employee retain the right to terminate the relationship at any time. For this reason, the standards described below are not intended to form any contract between BELIEVE and its employees as to the procedures to be followed concerning any violation of the standards outlined below or other standards of conduct promulgated by BELIEVE.

Employee misconduct may result in the following consequences. However, no consequence is a prerequisite for subsequent consequences. This outline of potential employee discipline is also not meant to be an all-inclusive list and there may be other consequences deemed appropriate by a supervisor in a particular situation.

- Verbal and/or written warning
- Professionalism Points
- Written reprimand to be placed in an employee's personnel file
- One or more days of suspension with or without pay
- Termination of employment

Any conduct that poses a safety hazard to scholars, is disrespectful of scholars or fellow BELIEVE teammates, or is a violation of federal or state law will likely result in disciplinary action, up to and including termination.

The following list of violations of BELIEVE values and professional expectations is not meant to be all-inclusive, and various other circumstances may arise requiring employee discipline and/or immediate termination of employment.

- Violation of Staff Conduct with Scholars Policy
- Violation of Violence in the Workplace Policy
- Violation of Harassment Policy
- Violation of Drug-Free Workplace Policy
- Willful violation of BELIEVE or government rules and regulation
- Knowingly permitting unauthorized persons to be in campus facilities or on campus property
- Insubordination or failure to perform work as required or directed by a supervisor, and/or being in disregard of, or inattentive to, working directions and instructions received from supervisors or refusal to comply with directions
- Unsatisfactory work performance or otherwise failing to perform work up to the standards expected of BELIEVE employees
- Excessive or unexcused absenteeism or tardiness, including violation of any rule pertaining to attendance
- Dishonesty of any kind in relation to BELIEVE, such as theft or pilferage of BELIEVE property, the property of other employees, or property of others entrusted to BELIEVE, as well as any action constituting a criminal offense, whether committed on duty or off duty. (Note: Employees will also be subject to prosecution to the fullest extent of the law)
- Misrepresentation of facts or falsification of records, including, but not limited to: personnel records; timecards; reasons for requesting a leave of absence or time off; and information provided in connection with the obtaining of employee benefits or misuse of such benefits
- The use of school time, materials, facilities, or equipment for purposes not related to BELIEVE business
- Bringing a firearm or weapon onto school property
- Engaging in any commercial activity, including outside employment, which conflicts with or gives the appearance of conflicting with the interests of BELIEVE, without first having obtained the written consent to such activity from the employee's supervisor.

b) Dress Code

At BELIEVE, we recognize that how we present ourselves to scholars and families is important. One of the key ways we present ourselves is through the clothes we choose to wear in this career.

Though there are a few specific guidelines outlined below, the governing principle for BELIEVE's staff dress code is that our daily attire should match the significance of the profession we've chosen and match the honor and privilege we have to model high expectations for our scholars. Minimally, staff should commit to wearing business-casual attire.

To add clarity to our intentionally inclusive definition, please note that the following items should not be worn on school days when scholars or families are present:

- shorts
- flip-flops
- Jeans (unless on designated "jeans days")
- t-shirts (unless worn with outerwear that completes a business-casual look e.g. blazer) BELIEVE shirts are permitted if paired appropriately
- sports caps, winter beanies, or similar casual hats (inside the building)
- Shirts, or other clothes that would also reasonably be worn as work-out gear (including leggings and joggers)
- clothing that has the impact, intended or not, of distracting scholars from a focus on learning

Closed toe footwear, such as flats and tennis shoes are highly recommended. If any injury occurs due to lack of closed toe footwear including footwear without heel support, you agree by signing this handbook to hold BELIEVE and its Executives harmless of any injury that may transpire.

Physical education teachers may wear athletic gear as needed (no leggings unless a long top covers).

On occasion and communicated in advance, principals have the discretion to modify the above staff dress code in support of school culture (e.g. college signing day) or special events.

A regularly updated style guide for added guidance on business casual can be found here.

On non-school days and virtual learning days, where a staff member will not be interacting with scholars, families, or external stakeholders as a representative of BELIEVE, staff members may wear casual attire. On virtual learning days, please be mindful of having appropriate coverage.

Guests for tours as well as staff from partnership agencies should be advised to dress appropriately when inside school facilities.

Employees needing an exception for a religious or medical reason should contact their principal in writing (i.e. via email) and cc the Dean of Operations (operations@BELIEVEschools.org) who will evaluate requests on a case-by-case basis in accordance with applicable federal or state law.

c) Lateness and Absenteeism

Every staff member shall assume responsibility for their attendance, which includes showing up for work on time according to their established work schedules. A staff member who is unable to report for work should notify his/her supervisor and/or main office as soon as possible (leaving a message if the office/supervisor is unavailable) via phone, e-mail, or text, so enough time is available to make contingent staffing arrangements. When applicable, teachers are responsible for leaving complete lesson plans for a substitute teacher. Each department has the ability to establish more specific attendance expectations based on business needs. Supervisors are responsible for administering and enforcing attendance policies. This Staff Handbook has additional information on PTO and attendance policies. Excess lateness and absenteeism can lead to professional points or termination.

d) Staff Meetings

The principal may schedule staff meetings and each department, advisory level and/or grade level may also schedule meetings. All staff meetings are assumed mandatory unless otherwise stated.

Meeting protocols:

- Meetings start and end on time with clear agendas, and all participants should be present when the meeting starts
- Cell phones should always be on silent mode, put away, and not answered during a meeting (if there is a situation when you need to keep your cell phone close, please inform the meeting facilitator)
- Meeting participants should not step out of meeting until they are over except with permission from the meeting facilitator or in an emergency
- No side conversations should occur when someone else has the floor, ONE VOICE
- Staff should be focused on the meeting and not be doing other work or using electronic devices unless authorized by the principal or the meeting facilitator
- Missing or being late to a staff meeting is grounds for professionalism points

e) Communication Expectations

E-mail protocol

- Staff should check email at least twice a day
- Staff must return all emails that require a reply within one business day of receiving them. Replies may let the party know that you may get back to them with further information at a specific, alternative time.
- E-mail communication should be concise and clear, including:
    - Identifying tasks and the person/people responsible for their completion.

    - Giving reasonable deadlines or explaining reasons for a requested quick turn-around

- Closing loops when tasks are completed

- "Reply all" should be used when each person on the email needs all of the contents of the email. Principals and campuses reserve the right for additional guidelines regarding "reply all" to the entire staff.

- All emails and their contents should be treated confidentially due to the applicable records confidentiality laws. Note, however, that employees should not have an expectation of privacy in their emails. BELIEVE is subject to the Freedom of Information Act, and e-mail communications may be subject to disclosure to third parties when determined necessary by the BELIEVE administration, with redactions for scholar record information and other limited information protected by law. Disclosures of emails also may be made in the course of routine Network maintenance or specific administrative record reviews and pursuant to administrative and court proceedings.

- No emails of any kind are to go out to the entire Network/School without prior approval of the Executive Director and/or Principal.

Phone Calls

- Staff must return all phone calls within 24 hours of receiving them. Replies may let the party know that you may get back to them with further information at a specific, later time. Responses to families should occur within 24 hours.

- Except as outlined in campus safety protocol, classroom phones or cell phones should not be answered during class time and ringers should be off. Outgoing phone calls should not be placed during class time unless they are emergencies or requests to the office for immediate assistance.

Distribution of written material to staff, parents, or scholars

Any paper passed out to anyone for any reason that needs to be returned, must list the deadline by which it must be turned in and the place where it should be turned in. For example, "This survey should be turned in to the Dean of Students mailbox by Monday, June 1st." No paper, fliers, surveys or other information may be distributed on campus without written approval from an administrator. This restriction does not apply to anything passed out to members of a class, team, or club.

General

- Changes in policy or procedures should be cleared with a supervisor in advance of the change and communicated clearly with affected staff, scholars, or parents.

- When tasks are completed, circles should always be closed by informing the person who requested it.

- Permission from administrators or other important requests are only enforceable if they are in writing with a signature or in emails.

- Staff should put all events that they are sponsoring in campus master calendars or similar systems per campus guidance.

f) Social Media

Please remember that you are a representative of BELIEVE, even in your private life, and as a BELIEVE employee, you are subject to the confidentiality requirements of scholar records laws. With permission, staff members can post school appropriate pictures of your scholars on social media. However, you must not reveal specific scholar information. Please keep all pictures wearing BELIEVE clothing/gear professional.

If an employee becomes aware, either through personal or official electronic communications or social media activity, of information regarding a threat by any scholar or a threat or risk of harm to BELIEVE or any of its staff, scholars, or campuses, the employee is required to report that information to his or her supervisor as soon as possible. As used in this policy, a "threat or risk of harm" includes, but is not limited to, cyberbullying, sexting, a threat of self-harm, or any other indication that the welfare of a scholar, a staff member, BELIEVE, or its campuses has been or might be affected. Such information may also trigger additional reporting obligations, including, but not limited to, a report of child abuse or neglect under the Abused and Neglected Child Reporting Act.

All BELIEVE employees are prohibited from following, friending, or liking a scholar's social media page, profile, or channel. Any form of online communication between a BELIEVE scholar is prohibited unless it is within one of BELIEVE's sponsored academic platforms (i.e: Remind, Google for Education, Alma SIS) See more under Online Contact with Scholars in Section G.

BELIEVE will not ask or require an employee or applicant to provide any password or other related account information to gain access to the employee's or applicant's personal social media account or profile or demand access in any manner to an employee's or applicant's personal social media account or profile.

Social Media includes all means of communicating or posting information or content of any sort on the internet as any form of electronic communication. See section "Press and Media."

g) Staff Conduct with Scholars

Staff who violate any of these policies will be subject to disciplinary action up to and including termination.

Being Alone with Scholars
No staff member, or other adult, should be alone with any scholar, regardless of age or gender, behind a closed door or in any other isolated situation. When a situation arises that calls for a staff member to be alone with a scholar, it is the staff member's responsibility to move to an open location or to seat themselves and the scholar where they are completely visible to passersby. Related Service Providers with written authorization may be alone with scholars as necessitated for the performance of their duties.

Home Visits

Under no circumstance should scholars not directly related to a staff member be invited to a staff member's residence. Staff who violate this policy will be subject to disciplinary action up to and including termination.

Transportation of scholars
The following applies to all BELIEVE staff regarding transportation of scholars:

- Staff members should never be alone with a scholar in a car.
- Staff members are permitted to transport scholars only in network-owned vehicles or rental cars rented for network or campus use, both of which are covered under BELIEVE's auto insurance for the purpose of transporting scholars.
- Staff members are not permitted to transport scholars in personal vehicles.
- Staff members must have written permission from a parent or guardian before transporting scholars in any vehicle. This should be in the form of a signed permission slip which includes comprehensive details such as: location, times, supervising adults, and emergency contact information and description of the activity, or text message with scholar's name/parent's name.
- Scholars are expected to arrange for their own transportation unless provided for by the school campus via an authorized transportation vendor (e.g., school bus, network-owned vehicle, taxi, or rental car). If scholars are being transported through an authorized vendor, they must have permission from a parent or guardian (as previously mentioned).
- Staff members are permitted to transport scholars using ride-sharing services (e.g., Uber, Lyft) when the have written consent from a parent or guardian.

Online Contact with scholars
Staff should not be online friends (or the equivalent) with scholars from any BELIEVE campus in social networking sites, such as Facebook, Instagram, or Snapchat, until the scholars have graduated from high school. Staff should also take steps to keep profiles (or the equivalent) private from current scholars, to the extent possible.

With permission from the Principal, staff may create a "class" or "team" page on pre-approved social media sites such as Facebook or Instagram. The content posted on these pages should be for educational purposes only and to highlight any accomplishments or achievements made by staff and/or scholars. Staff should always monitor these accounts for any inappropriate activity. Parents or guardians should also be made aware of the nature of these accounts.

Staff to scholar Communication via Cell Phone
For the safety of scholars and compliance with state law regarding scholar records, staff are prohibited from communicating directly with scholars using their personal cell phone. Any messages related to school work and/or extracurricular activities regarding a scholar via a

personal cell phone should first be directed to the parent or guardian, regardless if the scholar is more easily accessible at any given moment. Staff, however, can use pre-approved channels of communication such as Remind (SchoolRunner), which is a free text messaging app that allows staff to send real-time messages to an entire class, small group, or a scholar while also providing an accessible record of all communications sent directly to scholars.

Staff to Scholar Communication via Email and School-Approved Online Channels
Staff should only use their BELIEVE email account to send messages to scholars and/or a parent or guardian of a scholar. Staff should never use their personal email account to communicate with scholars or families.

Non-harassment and Non-discrimination of Scholars
Staff must treat all scholars equally without regard to race, religion, color, gender, national origin, sexual orientation, or disability.

Physical Contact with Scholars
Staff must not engage in any inappropriate or sustained physical contact with scholars. In addition, a staff member should not initiate any contact with a scholar--for example, a teacher should not initiate a hug with a scholar.

Appropriate Physical Interactions
Handshakes, High-fives, hand slapping and verbal praise.

Inappropriate Physical Interaction
Full frontal hugs, Kisses on the mouth, Touching bottom, chest or genital area, Showing affection in isolated areas of the building, Staff sleeping in bed with a child, Touching knees or legs, Wrestling, Piggyback rides, Tickling, Allowing a child to cling to a staff leg, Any type of massage given by or to a child, Any form of affection that is unwanted by the child or the staff, Compliments that relate to physique or body development, Hand Holding, or Hugging of any kind.

Addressing of Staff by Scholars
*S*cholars should refer to staff by title and last name (Mrs. Neal, Mrs. Jackson-Anderson, Coach Thomas).

Vulgar Material Used with scholars
If instructional or other materials presented to scholars have vulgar language or sexual references in it, instructional staff must have a conversation with their campus leadership, articulate its educational purpose/merit, and get official approval of its use.

Sport Coaches
As a public ambassador of BELIEVE, coaches are expected to model the BELIEVE Core Values of respect, humility and self-awareness. All BELIEVE sport coaches--including volunteers--must be fully certified according to IHSAA by-laws (full detail in BELIEVE League Handbook) prior to any coaching interactions with scholar-athletes. This includes a background check for non-staff coaches. Coaches must meet all BELIEVE Staff Handbook expectations for professional conduct, including, but not limited to, all on or off-campus interactions with scholars, teams,

opposing coaches, game officials, and fans. BELIEVE coaches must uphold the BELIEVE Code of Conduct with scholars at all times.

Unprofessional Conduct
A staff member shall not:

- Abuse his or her position as a professional and authority figure of scholars for private advantage;
- Discriminate against scholars;
- Sexually or physically harass or abuse scholars;
- Emotionally abuse scholars;
- Participate in a romantic relationship with a scholar or any social interactions that may be disruptive to the professional relationship;
- Engage in any conduct that would put scholars at risk.

Unprofessional conduct with scholars is not limited to the statements above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct, please seek advice from your supervisor, principal or a member of the BELIEVE leadership team.

Violation of these policies regarding conduct with scholars may result in discipline, up to and including immediate termination of employment.

h) Personal Property and Expectations of Privacy

BELIEVE assumes no liability whatsoever for damage, loss, or theft caused by third parties to the personal property of staff members. All storage facilities, office and workspaces, including desks and lockers, are the property of BELIEVE and we reserve the right to have access to these areas and to such property at any time, without advance notice to any employee. Therefore, employees should not expect that such property would be treated as private and personal to the employee. Likewise, e-mail transmitted and received through BELIEVE e-mail accounts and voicemail received on BELIEVE telephones are also Network property and are to be used only for business purposes. Furthermore, such email and voicemail may be considered public documents that are subject to the *Missouri FOIA.* Internet accounts accessed through BELIEVE's electronic network are also to be used only for BELIEVE business. BELIEVE reserves the right to inspect, monitor, and have access to BELIEVE computers, e-mail, voicemail messages, and internet communications transmitted through BELIEVE's electronic network.

In order to promote the safety of employees and visitors, as well as the security of its scholars and facilities, BELIEVE reserves the right to conduct video surveillance of any portion of its premises at any time. Video cameras may be positioned in appropriate places within and around BELIEVE buildings. The only exceptions to this policy include private areas of restrooms, showers, and dressing rooms when applicable.

2.06 Building and Risk Management

a) Workplace Safety and Security

All employees have a stake in keeping the workplace safe, pleasant, and free of hazards of any kind. We rely on you to help make your worksite a friendly and secure place to work. If you notice any unsafe conditions or unsafe work practices by any employee, notify your supervisor and/or the Network Facilities department immediately.

b) Violence in the Workplace

BELIEVE strongly believes that all employees should be treated with dignity and respect. Because we are committed to the personal health and safety of all employees, we do not tolerate violence in the workplace. We strictly prohibit any acts or threats of physical violence, including intimidations, harassment, or coercion that involves or affects the employee or BELIEVE, or that occurs on BELIEVE premises, or in the conduct of BELIEVE business.

Any instances of violence must be reported to your supervisor and/or Dean of Operations team immediately. All complaints will be fully investigated. Violation of this policy will result in disciplinary action, up to and including termination of employment.

c) Emergency Protocols

An emergency is any immediate threat to life and/or property requiring an immediate response from police, fire, or ambulance personnel, or BELIEVE staff. Please refer to your school's manual on Emergency Response Procedures for information on crisis intervention steps, special procedures, and emergency contacts. It is the responsibility of all staff members to completely understand and adhere to the established procedures as set forth in the manual on Emergency Response Procedures.

The Executive Director, building Principal or other administrator shall immediately notify the police in the event that a staff member observes any of the following:

- Anyone in possession of a firearm on school grounds;
- Any verified drug-related incident on school grounds or in school transportation; and
- Any incidents of battery committed against staff

In addition, if the administrator determines that a person is a clear and present danger to himself, herself or others, the administrator shall notify the State Police within 24 hours.

d) BELIEVE Equipment

You are responsible for taking appropriate care of the equipment or materials furnished to you by BELIEVE. These items remain BELIEVE's property and should only be used for legitimate work-related purposes. In the interest of maintaining a safe and orderly workplace, unauthorized removal of any BELIEVE property (or property of another employee) is considered a grave offense and may subject the person to serious consequences up to and including termination of employment.

If your employment with BELIEVE terminates, you must return any BELIEVE property in your possession.

Keys
All keys, including electronic key cards/fobs, remain the property of BELIEVE. Distribution of keys is governed and maintained by the Network Facilities Team, in collaboration with campus or department leadership. BELIEVE employees will receive only the appropriate key(s) (or access), for which they have a legitimate need.

- Employees must not give or loan the key(s) to others;
- Employees must not make any attempt to copy, alter, duplicate, or reproduce the key;
- Employees must safeguard the key securely;
- Employees must immediately report any lost or stolen keys;
- Employees must produce or surrender the key upon official request.

Furthermore, employees also agree that if the key is lost, stolen, or not surrendered when requested, charges that reflect the cost of changing any/all affected locks may be assessed against the employee. The unauthorized possession, use, or reproduction of a key may constitute theft. Any employee who violates this policy may be subject to disciplinary action up to and including termination.

BELIEVE-Owned and Rented Vehicles
Employees wishing to use BELIEVE-owned or rented vehicles must seek approval from their supervisor. Before being able to operate any such vehicle employees must clear a driving record background check.

e) Equipment and Facility Responsibility

Staff have a shared responsibility to safeguard all BELIEVE and campus equipment. This includes items issued individually, such as keys, laptops, and books, as well as shared resources like computer carts, athletic equipment, and many other items. Staff are responsible for the condition of all furniture in their assigned space.

Staff are also responsible for the care and general appearance of BELIEVE facilities. This starts with cleanliness and upkeep of classrooms, offices, and other individually assigned spaces. Additionally, staff are expected to monitor shared campus spaces with the same level of care and detail. scholars should never be left unattended in BELIEVE facilities except when necessary in an emergency, and staff should always lock doors, windows, and storage cabinets when not in use. Staff may be charged for damaged or missing items under their supervision.

During non-working hours, all facilities are equipped with a burglar alarm and monitoring system. Police are automatically called when the alarm trips. Staff needing to enter the building during non-school hours should coordinate their arrival/departure with a staff member who can set and disarm the security alarm system. The campus is billed for false alarms, so please exercise caution when arming and disarming the system.

f) Exposure Control Plan for Potentially Infectious Materials

BELIEVE is committed to providing a safe and healthful work environment for our entire staff. In pursuit of this goal, an Exposure Control Plan (ECP) has been developed for each campus/location. Staff members can access their ECP by contacting their Campus Operations Leader for more information. The purpose of the ECP is to:

- Eliminate or minimize occupational exposure to blood borne pathogens
- Comply with OSHA Blood borne pathogens Standard
- Comply with Missouri Occupational Safety and Health Administration

The ECP is referenced and made available during blood borne pathogen training for staff members in high-risk positions (e.g., P.E. teachers, science lab teachers, custodians and the campus ECP administrator) and for anyone else who wants to attend. The ECP also explains Hepatitis B Virus immunizations available at no cost to all staff.

g) Fire Alarm

All campus facilities are completely equipped with a fire detection system. Fire extinguishers are located on every floor, in kitchens and boiler rooms, and are inspected and serviced on a regular maintenance schedule per City Code. In addition, emergency exit routes are posted in various locations around the school facility and in classrooms. All staff and volunteers should know the location of the fire exits, fire extinguishers, and fire alarm panels in their area, and how to use them.

h) First Aid, CPR, EPIPen, and AED Training

First Aid and CPR training is recommended for all staff members. In addition, all BELIEVE campuses have access to an Automated External Defibrillator Units (AEDs) for cardiac emergencies. AED Unit(s) are generally located in a central area of each campus facility and can be found by identifying signage. Campus leadership should inform all staff of the location of the AED Unit(s). BELIEVE also facilitates certification training for a minimum of 2 designated crisis team members per campus on proper CPR, EPI, and AED usage and procedures. Please contact your campus Crisis Team Coordinator for more information or to volunteer your services. scholars who become ill or injured should be sent to the main office. All illnesses, incidents, and injuries must be reported to the main office so that they can be properly documented.

i) Safety, Health, and Incident Reporting

Your health and safety are vitally important to us. We are dedicated to providing you with a safe and healthy work environment. BELIEVE strives to be in full compliance with applicable safety and health standards as contained in the Occupational Safety and Health Act (OSHA) and applicable state health and safety regulations. Maintaining a safe and healthy environment is everyone's responsibility. To ensure your own safety, as well as that of our scholars and fellow co-workers, please follow all safe work procedures. Periodic drills will be held to practice certain procedures. Always expect the unexpected, take the responsibility to report, and correct potential hazards. For more details, please familiarize yourself with these additional resources, materials, and handbooks:

- Exposure Control Plans for Potentially Infectious Materials
- Emergency Response Procedure Manuals
- Material Safety Data Sheets (MSDS) for Hazardous Chemicals

As a BELIEVE employee, you are expected to:

- Report all incidents and accidents to your supervisor immediately
- Learn the safe way to do your job and exercise caution in all work activities
- Follow established safety rules
- Make suggestions on how to improve safety
- Use and maintain all chemicals and equipment as instructed
- Use Personal Protective Equipment (PPE) as instructed
- Know where fire extinguishers and exits are located
- Know where first-aid supplies are located
- Know proper evacuation procedures
- Keep your work area free of hazards

Failure to follow these policies may void Workers' Compensation coverage, as might negligence in the operation of equipment or otherwise engaging in unsafe practices.

You should report all incidents, accidents, and injuries immediately to your supervisor and/or the Dean of Operations team. Report all incidents regardless of whether they result in an injury. The incident will then be reported to our insurance carrier for review and handling. To ensure timely and accurate Workers' Compensation claims management and treatment of any injuries, it is vital that you report all incidents and accidents as they occur.

Staff members are expected to file an incident report each time an incident occurs. Incidents include, but are not limited to injuries to scholars, any incident involving the police or DCS, and inappropriate behavior by parents.

Should a staff member lose time from work and has properly reported the incident, BELIEVE Dean of Operations will work with the employees to ensure a safe return to work and outlining any required modifications.

j) Non-solicitation and Non-distribution

Because distractions on the job can lead to unsafe working conditions, poor work performance and inefficiency, BELIEVE has established the following rules:

- Solicitation by an employee of another employee is prohibited while either person is on working time. Working time is all time when an employee should be engaged in work tasks, including during prep periods and professional development time; it does not include an employee's own time, such as scheduled lunch periods.

- Distribution of literature of any kind unrelated to BELIEVE business may not be made in working areas by employees during their work time or to other employees during their work time.

- Persons not employed by BELIEVE are not permitted to solicit or distribute literature on BELIEVE premises at any time.

k) Press and Media

While BELIEVE wants the greater public to know about the accomplishments of our scholars and the important issues they face in their communities, our top priority is always to protect the integrity of our work, safeguard the public reputation of our people, and above all else limit disruptions to the scholar learning environment.

No staff members, beyond those appointed by the Executive Director, should contact the media to speak on behalf of BELIEVE nor should they respond to media requests on behalf of BELIEVE. If you are contacted by the media, please immediately contact the Director of Strategy and Growth: Teagan Vonderheit, tvonderheit@believeschools.org.

2.07 Ethics and Conflicts of Interest

a) Gifts

All employees must act with integrity and good judgment and recognize that accepting personal gifts from vendors/suppliers may cause legitimate concerns about favoritism or could create situations where a conflict may exist between private interests and employment responsibilities.

When deciding on the appropriateness of receiving a business gift, employees should consider how the gift compares in value to the usual gift-giving practices of other vendors, the sum of gifts from that entity over time, the suitability of the gift given your position at BELIEVE, the impact of the gift on building positive business relations, and how the gift might look to an outsider. Employees should make sure any business gift is nominal in cost, quantity and frequency, is within the bounds of good taste, and that the gift can withstand public scrutiny without damaging BELIEVE's reputation. Acceptance of modest entertainment such as a meal or refreshments in connection with the donor stewardship process or in conjunction with attendance at professional meetings and events sponsored by industrial, technical, professional, or educational associations is not considered a gift.

With an understanding of this perspective on gift acceptance, employees may use their own judgment on accepting nominal gifts. A nominal gift is a gift or series of gifts from a single vendor or contractor to an employee or a member of the immediate family of an employee living with that employee, whose gift(s) have a cumulative value of $50.00 or less in a calendar year. The acceptance of any gifts from a vendor or contractor with a cumulative value above $50.00 in a calendar year must be approved by the Executive Director. This policy applies to all employees.

Employees should not offer a gift with monetary value to any visiting official with the intent to improperly influence their decision making.

b) Use of Organization's Finance and Property

Employees may not use BELIEVE's facilities, other assets, employees, or other resources for personal financial benefit without prior permission from BELIEVE administration.

Employees are also prohibited from using school funds to purchase tickets for political fundraisers, contribute to political campaigns or political action committees, or fund a political message. BELIEVE has no party affiliation and is an apolitical organization.

c) Purchase and Contracts

BELIEVE employees should not knowingly make purchasing decisions or negotiate contracts and/or subcontracts where there may be a conflict of interest or an appearance of a conflict of interest. More specifically, every BELIEVE employee must refrain from negotiating or approving purchases and contracts in which:

- Such employee has a personal interest of any monetary value in the purchase or contract
- Such employee or the immediate family of such employee has a significant financial interest, (defined as more than 1% of the ownership in or profits of the vendor or contractor), and/or
- Such employee or the immediate family member of such employee has current or pending employment, consulting, management, fiduciary or similar affiliation with the vendor or contractor.

Employees who are aware they have a conflict of interest as described above (either because they have a personal interest in the transaction, or they or an immediate family member has a significant financial interest in the vendor or contractor or a relationship with the vendor or contractor described above) must identify their circumstances to the Executive Director so that alternate arrangements can be made for the management of the transaction. Employees who violate this policy may be disciplined, up to and including termination.

d) Nepotism and Personal Relationships in the Workplace

BELIEVE permits employment within the BELIEVE community of individuals of the same family/household or those who have a romantic relationship. However, except upon the approval of the Executive Director, a manager is prohibited from hiring an immediate family member/household member or someone with whom she/he is romantically involved (e.g., a principal of a campus is not allowed to hire an immediate family member or someone with whom she/he is in a romantic relationship to work at his/her campus).

Additionally, to avoid a conflict of interest or an appearance of conflict of interest, no employee may initiate, participate or have any input into decisions involving hiring, promotion, salary, performance appraisals, work assignments or other working conditions for immediate family members (including domestic partners and other members of the same household) and/or persons with whom that employee has a romantic relationship.

Any employee who is assigned to supervise a family/household member or someone with whom she/he is in a romantic relationship, or who commences a romantic relationship with

someone whom she/he is assigned to supervise, must discuss the matter on a confidential basis with Executive Director to assess the implications for the workplace and to make arrangements to ensure that employment-related decisions are made in an appropriate and unbiased setting. If it is decided that the supervisorial relationship will continue, BELIEVE may take steps to ensure that additional layers of approval are received for employment related decisions including, but not limited to hiring, promotion, transfer, or termination. Individuals who have questions or are uncertain as to the application of this policy should speak in confidence to the Executive Director. Additionally, if an employee believes a staff member is violating this policy, they should report the violation to the Executive Director.

e) Protocol for Engaging in Personal Political Activity

As a tax exempt 501(c) (3) entity, BELIEVE is a nonpartisan employer. BELIEVE, as an entity, and its employees, as representatives of BELIEVE, are subject to federal regulations restricting certain political activity. In furtherance of compliance with these regulations, this document outlines BELIEVE's protocol for employees engaging in partisan political activity.

Prohibited Political Activity
BELIEVE, as an entity and through its representatives, may not engage in any form of partisan political activity. Specifically, BELIEVE is absolutely prohibited from directly or indirectly participating in, or intervening in, any political campaign on behalf of (or in opposition to) any candidate for elective public office. In furtherance of this prohibition, BELIEVE's employees shall adhere to the following parameters:

- Employees shall not perform any prohibited political activity during compensated time and time spent performing services or official duties for BELIEVE. Prohibited political activity includes but is not limited to:

    - Managing or working on a campaign for elective office
    - Preparing for, organizing or participating in any political event, such as a political meeting or political rally (nonpartisan events for civic engagement purposes such as candidate forums or voter registration are permitted provided appropriate notice and approval from supervisor and relevant external affairs staff)
    - Soliciting contributions, including purchasing, selling or distributing tickets for political events
    - Distributing campaign literature and materials on behalf of any candidate for elective office
    - Soliciting or preparing any documents or reports regarding anything of value intended as a campaign contribution
    - Preparing, circulating or filing any petition on behalf of a candidate for elective office

- Employees shall not use any BELIEVE property or resources in connection with prohibited political activity (including, but not limited to, the items listed above). Property and resources of BELIEVE include, but are not limited to, money, buildings, facilities, land, vehicles, computer network and other technology, consumable supplies and non-consumable property, letterhead, newsletters or other forms of

communication, donor lists, mailing lists and other information maintained by BELIEVE, and staff time.

- Current and former employees may not use BELIEVE resources or confidential or private information gained while on the job for any purpose unrelated to BELIEVE's business, including advancement of political causes. Information such as contact lists of scholars, parents, or alumni, and personal and private contact or other information gained through relationships with elected officials or board members fostered during official duties, shall not be used by current or former staff for political purposes.

- Events, both sponsored by BELIEVE and those that an employee is attending as a representative of BELIEVE, utilize BELIEVE's reputation and goodwill. Employees shall not engage in any prohibited political activity (including wearing a campaign button) while at a BELIEVE-sponsored event or while attending an event as a representative of BELIEVE. At no time shall any employee require any other employee to perform any prohibited political activity as part of that employee's duties, as a condition of employment, or in exchange for additional compensation.

Endorsement of Candidates
BELIEVE, as an entity and through its representatives, may not endorse any candidate for elective office. BELIEVE employees may endorse candidates in their individual and personal capacity, but are asked not to disclose their affiliation with BELIEVE in any endorsement to the extent possible. If an employee's affiliation with BELIEVE is mentioned in an endorsement, BELIEVE requests that the campaign materials state that BELIEVE is named for identification purposes only, and that no endorsement of a candidate by BELIEVE should be inferred. Employees should make clear that they are speaking as individuals, and not on behalf of BELIEVE, in connection with any individual political activities.

Individual Partisan Activity by Employees
BELIEVE employees may stand as candidates for elective office, campaign for other candidates for elective office, or otherwise fully engage in political activities on an individual and personal basis. In the event BELIEVE becomes aware that an employee is standing as a candidate for elective office or taking a key visible role in another individual's campaign, BELIEVE may take steps to ensure separation of the employee's role with BELIEVE from such partisan activities, including, but not limited to issuance of disclaimers or reorganization or elimination of potentially conflicting job duties.

In addition, in the performance of their job duties, BELIEVE employees have access to varying levels of private information, ranging from statutorily protected confidential information related to scholar s and staff to personal and private contact and other information regarding board members, donors, and other members of the BELIEVE community. The boundaries separating BELIEVE's nonprofit purpose from the political campaign arena, as well as the ongoing obligations to protect confidentiality, extend to employees who have left BELIEVE.

Violations
Given that compliance with this protocol is necessitated in order for BELIEVE to maintain its tax-exempt status, violations may result in discipline up to and including termination of employment.

Section 3. Finance and Accounting Policies

3.01 General Spending Guidance

a) Overview

Most business related expenses over $1,500 should be paid by asking vendors to submit invoices directly to the BELIEVE Operations Department. Expenses under $1,500 may be paid with campus Visas when vendors accept them. Larger expenses may also be paid with a campus Visas where the BELIEVE Finance Department approves temporary increases in individual credit limits.

The Finance Team should receive all invoices directly from our vendors.

All invoices to be paid by the BELIEVE Operations Team should be sent:

- Electronically to account@BELIEVEschools.org

The Operations Team will issue checks made payable to vendors upon receiving appropriate documentation (i.e., an invoice, W9 for new vendors, etc.). Payment will be mailed directly to the vendor by the Finance Team. Alternate arrangements may be made on a case-by-case basis for nominal vendor payments. BELIEVE staff should not personally deliver payments to vendor contacts.

Acceptable expenditures include scholar or school-related expenditures such as:

- Classroom supplies
- Educational materials
- Administrative supplies
- Staff development supplies
- Meals for staff or scholars at school or BELIEVE-related events
- Business travel and lodging
- Conference or other events

The following expenditures are *prohibited:*

- Upgrades beyond coach or economy travel
- Airline clubs
- Air phone calls
- Alcohol
- Cash advances
- Commuting (e.g., employee travel to/from work on a daily basis)
- Hotel recreational activities (e.g., spas, athletic facilities, movies)
- Laundry service
- Luxury vehicle rentals
- Expenses of a political nature (fundraiser for elected officials, party conventions, etc.)
- Donations to non-profit organizations
- Any personal purchases
- Professional Development meals and events occurring later than 9pm

Purchases made outside of these guidelines must be pre-approved by the Executive Director. Unapproved purchases will be reimbursed/repaid with the personal funds of the purchaser within 10 days of the transaction. If such a non-compliant purchase occurs, the employee must notify his/her supervisor and the Operations Department.

Cash will not be accepted to reimburse an unauthorized or non-compliant purchase.

b) Restaurant and Food Spending

The following guidelines must be followed unless written exception given by BELIEVE's Board Chair and Executive Director:

- Any purchase of food must not exceed $25 per person, per meal, including tip and tax.
- Food purchases must not exceed $40 per day, per person.
- Tip should not exceed 20% of the total bill.
- A senior BELIEVE staff member at a meal or event should always pay the bill.
- BELIEVE employees should not spend Network funds at expensive/fine dining establishments or in bars. Meals purchased at these establishments will not be reimbursed.

BELIEVE employees will be reimbursed or may use a BELIEVE Visa card at restaurants when:

- Traveling out of town
- Traveling with scholars
- Meeting with alumni or candidates
- Ordering food to be consumed on campus at a meeting or vent
- Conducting business meetings with non-BELIEVE guests

Receipts for food purchases should include:

- For meals of nine persons or fewer, a list of persons in attendance and an itemized receipt of all individual items purchased must be submitted.

- For meals of ten people or more, a description of the group present and an itemized receipt of all individual items purchased must be submitted.

- All food purchases require detailed receipts showing each item budget.

c) Fundraisers and Donor Events

Generally, alcohol may not be purchased by BELIEVE. However, fundraisers or donor sponsored celebrations where alcohol may be purchased will be permitted only if all charges are paid by the donor. In the rare instance when the donor is not willing to purchase the alcohol, BELIEVE may do so, provided that such purchase is reviewed and approved by the ED prior to execution.

d) Travel Spending

For Travel and/or Lodging for scholar s or staff:

- Round trip travel by air, train, or bus must not exceed $400 per traveler, per trip.
- Hotel accommodations must not exceed $200 per night, per traveler.
- Use of a personal vehicle for business travel is reimbursed via request for mileage allowance reimbursement based upon IRS standard mileage rates and guidelines.

For Professional Development Retreats:

- An all-inclusive limit of $350 for each staff member attending PD retreats (including the cost of transportation, meals and lodging) will be strictly enforced.
- The cost of social events (such as cruises, shows, etc.) may only be purchased using non-BELIEVE funds.
- The BELIEVE restaurant spending policy applies for professional development and retreats:
    - $20/person, per/meal limit, including tax and tip (up to 20%); maximum of $50/day/person.
    - Detailed receipts are required. No alcohol purchases. BELIEVE staff should not be spending funds at expensive/fine dining establishments or in bars.

e) Holiday Party Spending

Maximum total expenditure of $50 per BELIEVE employee should include the BELIEVE $25/person, per/meal limit, including tax and tip (up to 20%) limit.

- All associated expenses eligible for reimbursement should be billed to BELIEVE or paid through approved credit advances on a BELIEVE MasterCard
- Network funds should not be spent at expensive/fine dining establishments or in bars
- Guests-BELIEVE spending limited to no more than $25 per guest
- Detailed receipts required for all expenditures
- The $50/employee limit does not include staff swag/gifts. These items can be purchased within reason and campus budget constraints.
- No cash or gift cards redeemable for cash or general merchandise (due to tax and compensation issues).
- No Alcohol

f) Gifts to Employees

Employee gifts of Visa, American Express, MasterCard, Discover or other credit card gift cards that are equivalent to cash or may be redeemed for general merchandise are not acceptable; they are taxable and need to be reported to the IRS. Bonuses for employees should be submitted to payroll.

Other gifts under $100 are generally acceptable, because they do not have to be reported and taxed if provided on an occasional basis. Examples include:

- Occasional snacks, coffee, doughnuts, etc.
- Occasional tickets for entertainment events
- Flowers, fruit, books, etc., provided under special circumstances
- Holiday gift items
- Gift certificates and gift cards that are under $100 and are redeemable only for specific merchandise (such as a holiday turkey or tickets to an event) and are not redeemable for general merchandise. However, multiple gift cards that exceed $100 in total will be considered taxable income.

3.02 Check Requests and Staff Reimbursements

Staff members will be reimbursed for business purchases (within BELIEVE guidelines) that were brought via personal credit card or cash. To receive reimbursement for a business purchase, BELIEVE employees should submit a completed BELIEVE Check Reimbursement Requisition with the proper receipts and documentation to the Finance Team.

Check Reimbursement Requisitions should be completed with account coding, description of business purchase, detailed receipts and signed by the staff member's manager. Receipts should be labeled so that they can be clearly associated with each expense line on the requisition form. Form and receipts can be sent to the BELIEVE Finance Team via email (operations@BELIEVEschools.org).

- If a receipt for a transaction in excess of $75 is lost, a *Missing Receipt Form* will need to be completed, approved by the employee's supervisor, and submitted in place of the original receipt.

- All requisitions by campus staff must be approved by the campus office leader (<$5,000) or the principal (>$5,000), while requisitions by the support team staff must be approved by the appropriate department director or chief.

- The submitted reports and backup will be reviewed for accuracy and completeness. BELIEVE Employees will be notified by email if additional documentation or information is required.

- Properly completed requisitions will be processed and a reimbursement check will be issued. Payroll reimbursement is available for BELIEVE staff, if requested.

- Check Reimbursement Requisitions should be submitted no less frequently than monthly; reimbursements older than 60 days will only be made after review by the CFO.

- Properly completed Check Reimbursement Requisitions with all supporting receipts and documentation will be processed and a direct deposit or check issued within 10 business days. Submission of Check Reimbursement Requests covering more than one month of activity or with inadequate documentation may result in longer processing time.

The BELIEVE Finance Department will retain copies of all Reimbursement Requests and associated receipts.

3.03 BELIEVE Credit Cards

Employees that have a BELIEVE Credit Card ("MasterCard," "Procurement Card" or "P-Card") are required to review the Credit Card Policy available to all card holders from the Director of Finance Operations.

3.04 Tax Exempt Status

Sales tax is not automatically exempted. It is the responsibility of the purchaser to make certain that sales tax is not charged on BELIEVE transactions. A copy of BELIEVE's Tax Exemption Letter with the Exemption Identification Number can be obtained from the Operations Department. Tax Exempt wallet-sized cards are available through the Dean of Operations Cardholders should bring sales tax issues to the attention of the Controller.

3.05 Vendor Selection and Procurement Policy

Employees that have the authority to purchase goods and/or services for BELIEVE are required to comply with the provisions of BELIEVE's policy on Vendor Selection and Procurement available through the Finance Department.

Section 4. Information Technology Acceptable Use

4.01 General

The BELIEVE Schools have technology resources that are used by faculty, staff, scholars, and approved third parties (collectively known as "users").

These technology resources include but are not limited to servers, personal computers, tablets, printers, copiers, desk phones, mobile phones, Internet access, email, and software applications such as Alma,SchoolRunner, Google Apps, Office Apps, and classroom teaching/learning packages, and the BELIEVE Staff Website.

These resources are connected by our internal computer network and are used to facilitate the teaching and learning process and to carry out the business of BELIEVE.

The purpose of the Information Technology Acceptable Use Policy (ITAUP) is to set forth appropriate guidelines and responsibilities regarding the use of these technology resources. In particular, this policy aims to promote the following goals:

- To ensure the integrity, reliability, availability, and superior performance of technology.
- To ensure the use of technology is consistent with the principles and values that govern the overall behavior of faculty, staff, and scholars.
- To ensure technology is used for its intended purposes.
- To create an environment that promotes the equitable and safe use of technology.
- To promote the best of what technology has to offer and bring about efficiencies that benefit the organization.

- To level-set the expectation of users and create a clear understanding of appropriate and inappropriate use of the technology.
- To establish processes for addressing policy violations and sanctions for violators.

In promoting these goals, BELIEVE provides users with the technology and support required to create a superior teaching and learning environment.

The users at BELIEVE are expected to incorporate technology-enabled best practices into their daily routines. Access to these resources is generally open.

With this autonomy comes great responsibility. Such open access is a privilege and requires individual users to act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related resources, and observe all relevant laws and internal policies.

This policy codifies what is considered appropriate usage of technology resources at BELIEVE. Any questions or concerns related to this policy should be referred to the Dean of Operations.

4.02 Use of Technology Resources

To ensure technology resources remain secure, every user must protect the rights of the overall community through thoughtful, sensible, and educated use. Users are provided guidelines on the download and use of the software when they receive their new laptops as well as the proper use and protection of scholar data.

As part of the responsible use of technology resources guidelines, the following activities are expressly prohibited:

- Using a computer account that you are not authorized to use.
- Obtaining a password for a computer account without the consent of the account owner.
- Using the BELIEVE network, software, or technology to gain unauthorized access to any computer systems.
- Seeking to gain or gaining unauthorized access to information resources, including, but not limited to information obtained in violation of the Illinois School scholar Records Act (105 ILCS 10/1 to 10/10);
- Knowingly performing an act that will interfere with the normal operation of BELIEVE's network or technology.
- Knowingly running by or installing a program intended to damage BELIEVE's network or technology.
- Attempting to circumvent data protection licensing agreements or copyright laws.
- Violating terms of applicable software licensing agreements or copyright laws.

- Deliberately wasting computing resources (e.g., storage of personal pictures and videos).
- Using electronic mail of the BELIEVE network or any BELIEVE technology to harass others.
- Attempting to monitor or tamper with another user's electronic communications.
- Reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner.
- Using BELIEVE technology resources for or in support of illegal, obscene or inappropriate purposes.
- Using technology resources for any product advertisement and/or any political lobbying.
- Leaving a laptop unattended in a public area. Remember: laptop security is the user's responsibility at all times.
- Storing critical or confidential data on the laptop. Unless you do it yourself, your laptop is NEVER backed up and the information will be in the public domain if the laptop is lost or stolen. Such information should be stored in proper locations on the BELIEVE computer network.
- Damage or theft to technology equipment caused by negligence may result in personal liability. Examples are as follows:
    - Leaving your laptop in extreme temperatures or severe weather. For example, do not leave your laptop in your vehicle if the temperature is below 32 or above 90 degrees Fahrenheit. (Note: the temperature in the driver's area or the trunk of your car can easily spike over 100 degrees during the summer months!).
    - Eating or drinking near technology resources (especially a laptop!)
    - In the event of theft, you should always file a police report, contact the Assistant Director of Information Technology and/or your campus technology manager to ensure information is provided to the reporting authority. A decision on fiscal responsibility is at the discretion of campus leadership.
- Accessing streaming media (audio or video) for non-BELIEVE purposes.
- Providing access to unauthorized individuals, including but not limited to, persons who are not employed by or attending BELIEVE as well as scholars who have lost their computer privileges.
- Creating or distributing copies of the software licensed by BELIEVE. BELIEVE has licensed the use of certain commercial software application programs for business purposes (e.g., Alma, Google, MS Office). Third parties retain the ownership and distribution rights to such software. No user may create, use, or distribute copies of such software without the express written consent of BELIEVE's Director of Information Technology.

- Violating institutional or third party copyrights. Copyrighted materials (e.g., images, text, and programs) should not be uploaded using technology resources without the prior written permission of the copyright holder. Users assume all responsibility regarding the determination of whether the materials are in the Public Domain.

- Cellular Devices *(Cell Phones and Mifis)*. All cellular devices issued by BELIEVE must be cared for properly. Your business phone must have a code lock to prevent all data and information from being compromised in the event it is lost or stolen.

    - If your phone is lost or stolen, please report it immediately so it can be deactivated.

    - If you are leaving the country, even for personal reasons, and taking your business phone, you must inform the IT Department via the help desk so your phone can be placed in an international setting. Failure to do so may result in serious cost penalties from our cellular provider.

    - If you separate from the organization, you are required to return your phone and disclose the code for access to the organization's phone.

4.03 Right of Account Review

All users of BELIEVE's network and computing resources are expected to respect the personal rights of others in using the system and not share any personal, identifying or confidential information of themselves or others. However, users should not have an expectation of privacy in the records or emails they create on the system. While BELIEVE does not generally monitor or limit content of information transmitted on the campus network, it reserves the right to access and review such information under certain conditions. Additionally, records created on the system may be subject to public disclosure under the *Freedom of Information Act.*
Such conditions are defined below:

- When necessary to identify or diagnose systems or security vulnerabilities and problems, or otherwise preserve the integrity of the technology resources; or

- When required by federal, state, or local law, including, but not limited to, disclosure compliance in litigation or records access laws; or

- When there are reasonable grounds to believe that a violation of law or a significant breach of BELIEVE policy may have taken place and access, inspection, or monitoring may produce evidence related to the misconduct; or

- When such access to technology resources is required to carry out essential business functions of BELIEVE.

Note: It is a violation of this policy for any employee, including system administrators, to access electronic mail and computer system files to satisfy curiosity about the affairs of others. Employees found to have engaged in such activities will be subject to disciplinary action.

When considering this part of the policy, it is important to understand that users do not own any data or files created or maintained on BELIEVE technology resources.

BELIEVE owns all files and data including but not limited to electronic documents, spreadsheets, databases, e-mails, text messages from BELIEVE mobile phones, internet history, and Instant Messenger logs. BELIEVE therefore has the right to inspect any data and files stored in private areas of the network or on individual computers or storage media owned by BELIEVE.

4.04 Violation of Policy

Users, when requested, are expected to cooperate with principals, management, and the Dean of Operations, and technology managers in any investigation of system abuse. Users are also encouraged to report suspected abuse, especially any damage to their files. Failure to cooperate may be grounds for cancellation of access privileges or other disciplinary actions, up to and including termination.

The appropriate supervisor (e.g., principal, teacher, dean, or manager) will be notified immediately in writing if evidence or misuse of technology resources exists and if that evidence points to the computing activities of an individual.

The Dean of Operations will revoke the user's access if the user is determined to have violated this Policy. The user has the right to appeal the revocation in writing to the campus principal within thirty (30) days. The supervisor's decision shall be final and there shall be no obligation to afford subsequent opportunity for access to the technology resources.

The supervisor may also pursue appropriate measures with the Dean of Operations or outside officials as required.

[This page has intentionally been left blank.]

Acknowledgement and Agreement

This is to acknowledge that I have received a copy of the BELIEVE STL Academy's Staff Handbook ("the Handbook"). I understand that it is my responsibility to read and familiarize myself with the provisions of the Handbook and to abide by the rules, policies, and standards set forth in it including, but not limited to, the Mandatory Report Policy and the Prohibited Harassment, Discrimination, and Retaliation Policy. I understand that violations of the policies contained in the Handbook could result in disciplinary action, up to and including termination.

I acknowledge that the terms and conditions set forth in this Handbook may be modified, changed, or deleted at any time without prior notice. I further understand that revised information may supersede, modify, or eliminate existing policies.

I also acknowledge that my employment with BELIEVE is an "at-will" relationship, and that the contents of the Handbook do not form any written employment contract and do not constitute a promise or guarantee of employment for any specified duration.

I also understand that if I have any questions about the interpretation or application of any policy or provision contained in this Handbook, I should direct those questions to my supervisor, Principal and/or the Dean of Operations team.

I further acknowledge that this document has been disseminated to me via BELIEVE's email portal and that I have read this Handbook.

I understand that by selecting the "I certify that I have read the policy above" button in HCC, based on my unique sign-on and password, is deemed to be the same as writing my signature and will be admissible to the same extent and conditions as other signature record originated and maintained in documentary form.

Employee Signature: _____

Date: _____

B.1.1 Documentation of Missouri Nonprofit Status

Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

BELIEVE SCHOOLS
5501 DELMAR BLVD
SAINT LOUIS, MO 63112

Date:
04/13/2023
Employer ID number:
82-5244309
Person to contact:
Name: Mrs. Johnson
ID number: 31287
Telephone: 877-829-5500
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(ii)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
November 10, 2022
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053718009012

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

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
No of Pages 3 Pages

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.

13.

(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

B.1.3 Corporate Bylaws

BYLAWS
OF
BELIEVE STL ACADEMY

A Missouri Nonprofit Corporation

ARTICLE I: CORPORATION, OFFICES, RECORDS, SEAL

Section 1.1. The Corporation . BELIEVE STL Academy is a corporation that is organized under the Missouri Nonprofit Corporation Act.

Section 1.2. Principal Office . The principal office and location of this corporation shall be at such place in or outside the State of *Missouri* as may be designated from time to time by the board of directors.

Section 1.3. Registered Office and Registered Agent. This corporation shall have and continuously maintain a registered office and registered agent in the State of Missouri. The location of the registered office and the name of the registered agent in the State of Missouri shall be as stated in the articles of incorporation or as may be determined from time to time by the board of directors pursuant to the applicable provisions of law.

Section 1.4. Records . This corporation shall keep as permanent records minutes of all meetings of its board of directors, a record of all actions taken by the directors without a meeting, and a record of all actions taken by committees of the board of directors. This corporation shall maintain appropriate accounting records.

This corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time. Without limiting the records required to be kept pursuant to Section 1.4, this corporation shall keep a copy of the following records at its principal office:

(a) Its articles or r e *st* a *ted articles of incorporation and all amendments to them currently in effect;*

(b) Its bylaws or restated bylaws and all amendments to them currently in

effect; (c) A list of the names and business or home address es o *f its current*

*director*s *and officers;*

*(d) Its mo*st *rec ent annual report delivered to the Missouri secretary of* state a *s required by the Missouri Nonprofit Corporation* Act; *and*

(e) Appropriate financial statements of all income and expenses.

Section 1.5 Seal: The board of directors may adopt, and may alter at its pleasure, a corporate seal, which would have inscribed thereon the name of this corporation and the words: Corporate Seal – Missouri. The corporate seal may be used by causing it, or a facsimile thereof to be impressed or affixed or to be in any other manner reproduced.

ARTICLE II: TYPE OF CORPORATION; PURPOSES

Section 2.1. Type of Corporation . This corporation is a public benefit corporation. Such designation is made solely for the purposes of Section 355.096.2(2) of the Missouri Nonprofit Corporation Act.

Section 2.2. Purposes Stated in Articles . The purposes of this corporation shall be those nonprofit purposes stated in the articles of incorporation.

ARTICLE III: DIRECTORS

Section 3.1. Directors in Lieu of Members . This corporation shall not have members as such but, in lieu thereof, shall have only a self-perpetuating board of directors.

Section 3.2. Powers . All corporate powers shall be exercised by or under the authority of, and the affairs of this corporation shall be managed under the direction of, the board of directors of this corporation. The board of directors shall have and is vested with all and unlimited powers and authorities, except as it may be expressly limited by law, the articles of incorporation or these bylaws, to supervise, control, direct and manage the property, affairs and activities of this corporation, to determine the policies of this corporation, to do or cause to be done any and all lawful things for and on behalf of this corporation, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to seek the effectuation of its objects and purposes; provided, however, that (a) the board of directors shall not authorize or permit this corporation to engage in any activity not permitted to be transacted by the articles of incorporation or by a corporation organized under the Missouri Nonprofit Corporation Act, (b) none of the powers of this corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of this corporation, and (c) all income and property of this corporation shall be applied exclusively for its nonprofit purposes.

This corporation shall not engage in any activity which may not be engaged in by a corporation which is exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal internal revenue laws then in effect.

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation. This corporation shall not directly or indirectly participate in, or intervene (including the publishing or distributing of statements) in, any political campaign on behalf of (or in opposition to) any candidate for public office.

No part of the net earnings or other assets of this corporation shall inure to the benefit of any director, officer, contributor, or other private individual, having, directly or indirectly, a personal or private interest in the activities of this corporation, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes set forth in this Section 5.1.

The school's Board shall be the governing body charged with the responsibility for the operation of the public charter school. The most notable responsibilities shall be as follows:

- Create and support a clear mission, vision, and performance objectives;
- Review and maintain bylaws;
- Establish, interpret and enforce policies consistent with the mission;
- Ensure fiscal health of the school including capital assets, operating budgets, fundraising, and endowments;
- Adopt the annual financial budget;
- Approve monthly General Fund and other reports and approve expenditures as required by Board policy;
- Hire, support, manage, and assess the School Leader;
- Require reports of the School Leader concerning the school's progress;
- Evaluate itself annually and develop itself through orientation, ongoing education, and leadership succession planning;
- Establish strategic plans;
- Comply with Missouri's Sunshine Law by adopting a Sunshine Law policy as required by law and otherwise ensuring the board and school comply with the provisions of the Sunshine Law, Ch. 610, RSMo;
- Assure compliance with federal and state laws, regulations and rules;
- Assist in development of plans and specifications and provide financing for school facilities;
- Act as a final appeals board for personnel, parent, and student grievances;
- Hear communications, either written or oral, from stakeholders related to matters of policy;
- Act as charter school advocates and liaisons between the community and school;
- Meeting the terms of the charter and attaining established goals and objectives set forth in the charter document; and
- Meeting the legislative intent of raising student achievement and ensuring the school operates in a fiscally responsible manner evidenced by an unqualified audit annually.

Section 3.3. Number and Qualifications. The directors of this corporation shall be no less than three in number. All directors must be natural persons. As specified by state law (§160.400.15 RSMo), no member of the board shall hold any other office or employment from the board while serving as a member of the board; no member of the board shall have any substantial interest (see §105.450 RSMo for a definition) in any entity employed by or contracting with the board; no member of the board shall be an employee of a company that provides substantial services to the charter school. Any person who does not meet the requirements of state law may not serve as a director.

Section 3.4. Election and Terms of Office. Founding directors refer to the first six members of the board of directors. All other directors shall be referred to as directors. Each founding director named in the articles of incorporation shall hold office for a term of two years, until the third annual meeting of the board of directors and until the term of office of such director's successor has commenced, or until such director's earlier death, incapacity, disqualification, resignation or removal, except that founding directors who are elected officers as of the date these Bylaws are adopted shall hold office for a term of three years, until the fourth annual meeting of the board of directors and until the term of office of such director's successor has commenced, or until such director's earlier death, incapacity, disqualification, resignation or removal. At the third annual meeting and at every following annual meeting of the board of directors thereafter, as the first order of business of the meeting, new directors shall be elected by the board of directors, those directors whose terms expire with such annual meetings. A person so elected as a director shall serve for a term of two years until the annual meeting and until the term of office of such director's successor has commenced, or until such director's earlier death, incapacity, disqualification, resignation or removal.

Any director may be elected for successive terms. Notwithstanding the foregoing, no director shall be elected as such director for more than five consecutive full terms. A director who has served five consecutive full terms is not eligible to serve as director for another consecutive term. The election in respect of five consecutive full terms shall not be deemed to include any term of less than two full years; provided, however, (a) that in the case of replacements to fill vacancies in the tenure of directors a period of nine months or more shall be computed as of one year, and (b) that the term of a director elected at an annual meeting of the board of directors for a period expiring with the second following annual meeting of the members shall be treated as a full term of two years, notwithstanding any change or changes in the dates of the annual meeting in the years involved.

Section 3.5. Commencement of Term of Office. The term of office of a person elected a director shall not commence until the time the person accepts the office of director either by a written acceptance to any member of the board of directors or by participating in the affairs of this corporation at a meeting of the board of directors or otherwise.

Section 3.6. Vacancies. Vacancies on the board of directors resulting from the death, resignation, removal, incapacity or disqualification of a director, or by reason of an increase in the number of directors or the failure of an elected director to accept the office of director, may be filled by a majority vote of the remaining members of the board of directors (even though the directors remaining in office constitute fewer than a quorum) at any annual meeting or at a special meeting called for that purpose. A director elected to fill a vacancy shall meet any qualifications set forth in these bylaws, and shall serve for the

unexpired term of such director's predecessor and until the term of office of such director's successor has commenced.

Section 3.7. Compensation. No director shall receive compensation from this corporation for any service such person may render to it as a director. However, a director may be reimbursed for such director's actual expenses reasonably incurred in attending meetings and in rendering service to this corporation in the administration of its affairs.

Section 3.8. Committees. The board of directors, by resolution adopted by a majority of the directors in office, may designate one or more committees, each of which shall consist of two or more directors and shall have and exercise the authority of the board in the management of this corporation to the extent provided in the designating resolution. Other committees not having the authority of the board of directors in the management of this corporation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Each such committee shall have such duties and authority as are from time to time delegated to it by the board of directors.

Committees of the board of directors and members of such committees are governed by Article IV of these bylaws with respect to meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements; provided, however, that no committee shall be required to hold an annual meeting and provided, further, that a majority of the number of persons serving on a committee immediately before a meeting begins shall constitute a quorum for the transaction of business at such meeting of such committee.

All committees so appointed shall, unless otherwise provided by the board of directors in the case of committees not having the authority of the board of directors, keep regular minutes of the transactions of their meetings and shall cause such minutes to be recorded in books kept for that purpose in the office of this corporation and shall report the same to the board of directors at or prior to its next meeting. The secretary or an assistant secretary of this corporation may act as secretary of any such committee if the committee so requests.

A committee of the board may not:

(a) authorize distributions to directors, officers, agents or employees except in exchange for value received;

(b) approve or recommend dissolution, merger or the sale, pledge or transfer of all or substantially all of this corporation's assets;

(c) unless otherwise stated in these bylaws or the articles of incorporation, elect, appoint or remove directors or fill vacancies on the board or on any of its committees; or

(d) adopt, amend, or repeal the articles of incorporation or these bylaws.

Section 3.9. Resignation. Any director may resign from the board of directors by delivering a written notice thereof to the board of directors, its presiding officer, or to the president or secretary of this corporation. Such resignation shall be effective when such notice is delivered, unless a later date is specified in the notice.

Section 3.10. Removal . A director may be removed without cause by a vote of two-thirds of the directors then in office.

ARTICLE IV: MEETINGS OF DIRECTORS

Section 4.1. Annual Meetings of the Board-Notice. An annual meeting of the board of directors shall be held on the first business day of January each year, commencing in 2023, if not a legal holiday, and if a legal holiday, then on the next business day following. Notice of an annual meeting shall be given and effective to each director not less than five days before the date of the annual meeting.

Section 4.2. Regular Meetings In addition to the annual meeting, the board of directors may hold regular meetings at such time and place as may be determined from time to time by resolution of the board. Notice of a regular meeting will be publicized with at least 24-hours' notice per Sunshine Law 610.020.2. Any business may be transacted at a regular meeting.

Section 4.3. Special Meetings Special meetings of the board of directors may be called by the chairman of the board, by the president or by at least 20 percent of the directors to be held at any time and for any purpose or purposes. Special meetings shall be held at the principal office of this corporation or at such place or places, within or without the State of Missouri, as the board of directors shall have determined.

Section 4.4. Notice of Meetings

(a) Written notice of each special meeting of the board, stating the place, day and hour of the meeting and the purpose or purposes thereof, shall be provided to each director by the officer or directors calling the special meeting and shall be given and effective at least two days before the day on which the meeting is to be held

(b) Whenever notice is required to be given to a director, such notice shall be mailed, sent by facsimile or personally delivered to such director. Such notice shall be deemed given and effective on the date determined in accordance with Article VIII of these bylaws.

(c) Refer to Article XI additional notice provisions. The board of directors shall ensure that the charter school operates in compliance with Chapter 610, RSMo.

"Notice" and "call" with respect to such meetings shall be deemed to be synonymous.

Section 4.5. Quorum. Unless otherwise required by law or provided elsewhere in these bylaws, the presence of two-thirds of the directors in office immediately before a meeting begins shall be requisite for and shall constitute a quorum for the transaction of business at all meetings; provided, however, that in no event shall fewer than two directors constitute a quorum. The act of a majority of the

directors present at a meeting at which a quorum is present shall be valid as the act of the board of directors except in those specific instances in which a larger vote may be required by law, by the articles of incorporation or by these bylaws.

Section 4.6. Adjournment. If the quorum specified above should not be present at any such meeting, but at least one-third of the directors in office are present, the directors present shall have power successively to adjourn the meeting, and to act as a quorum for such limited purpose, without notice other than announcement at the meeting, to a specified date. At any such adjourned meeting at which a quorum shall be present any business may be transacted that could have been transacted at the original session of the meeting.

Section 4.7. Voting. Each director present at any meeting shall be entitled to cast one vote on each matter coming before such meeting for decision.

Section 4.8. Meetings by Conference Telephone or Similar Communications Equipment. Members of the board of directors of this corporation may participate in a meeting of the board by conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting in such manner shall constitute presence in person at the meeting.

ARTICLE V: OFFICERS

Section 5.1. General. The officers of this corporation shall be a president, a secretary, a treasurer, and such other officers as the board of directors may elect, including but not limited to a chairman of the board of directors, vice president, assistant secretaries and assistant treasurers. The chairman of the board, if any, and the president shall be elected from among the members of the board of directors and shall at all times while holding such office be a member of the board of directors. The same person may simultaneously hold more than one office in this corporation.

The officers shall be first elected by the board of directors named in the articles of incorporation at the first meeting of the board, to serve at the pleasure of the board until the first annual meeting of the board of directors or until their earlier death, incapacity, disqualification, resignation or removal. At the first and each subsequent annual meeting of the board of directors, the newly elected board shall elect officers to serve at the pleasure of the board until the next annual meeting of the board or until their earlier death, incapacity, disqualification, resignation or removal.

Each officer of this corporation who is not reelected at the annual meeting of the board next succeeding such officer's election and at which any officer of this corporation is elected shall be deemed to have been removed by the board, unless the board provides otherwise at the time of such officer's election.

The election of an officer does not itself create contract rights.

Section 5.2. Resignation. An officer may resign by delivering a written notice thereof to the board of directors, its presiding officer, or to the president or secretary of this corporation. Such resignation shall be effective when such notice is delivered, unless a later date is specified in the notice.

Section 5.3. Removal. Any officer or any employee or agent of this corporation may be removed or discharged for any lawful purpose by the board of directors at any time with or without cause, but such removal or discharge shall not affect the contract rights, if any, of the person so removed or discharged.

Section 5.4. Compensation. No officer who is also a member of the board of directors shall receive any salary or compensation for serving as a director. Salaries and compensation of all officers and of all other agents and employees of this corporation, if any, may be fixed, increased or decreased by the board of directors, but until action is taken with respect thereto by the board of directors, the same may be fixed, increased or decreased by the chairman of the board, president, or such other officer or officers as may be empowered by the board of directors to do so; provided, however, that no person may fix, increase or decrease such person's own salary or compensation. Each officer may be reimbursed for actual expenses if they are reasonable and incurred in connection with the business and activities of this corporation.

Section 5.5. Vacancies. Vacancies caused by the death, incapacity, disqualification, resignation or removal of an officer of this corporation shall be filled by the board of directors at any annual or other regular meeting or at any special meeting called for that purpose, and such person or persons so elected to fill any such vacancy shall serve at the pleasure of the board until the next annual meeting of the board or until such person's earlier death, incapacity, disqualification, resignation or removal.

Section 5.6. Delegation of Authority. The board of directors may from time to time delegate any of the functions, powers, duties and responsibilities of any officer to any other officer or to any agent or employee of this corporation or other responsible person. In the event of such delegation, the officer from whom any such function, power, duty or responsibility has been transferred shall thereafter be relieved of all responsibility for the proper performance or exercise thereof.

Section 5.7. The Chairman of the Board. If a chairman of the board is elected, the chairman shall preside at all meetings of the board of directors at which the chairman may be present and shall have such other duties, powers and authority as may be prescribed elsewhere in these bylaws. The board of directors may delegate such other authority and assign such additional duties to the chairman of the board, other than those conferred by law exclusively upon the president, as it may from time to time determine, and, to the extent permissible by law, the board may designate the chairman of the board as the chief executive officer of this corporation with all of the powers otherwise conferred upon the president of this corporation under Section 7.8, or it may, from time to time, divide the responsibilities, duties and authority for the general control and management of this corporation's properties and affairs between the chairman of the board and

the president.

Section 5.8. The President. Unless the board otherwise provides, the president shall be the chief executive officer of this corporation and shall have such general executive powers and duties of supervision and management as are usually vested in the office of the chief executive officer of a corporation, and the president shall carry into effect all directions and resolutions of the board. In the absence of the chairman of the board or if there is no chairman of the board, the president shall preside at all meetings of the board of directors at which the president may be present. If the board of directors does not appoint an Executive Director pursuant to Article VIII of these bylaws or upon the death or during the absence, disability, or inability or refusal to act of any Executive Director so appointed, the president may exercise all of the powers and perform all of the duties of the Executive Director.

The president may execute all bonds, notes, debentures, mortgages, and other contracts requiring a seal, under the seal of this corporation, may cause the seal to be affixed thereto, and may execute all other contracts and instruments for and in the name of this corporation.

If a chairman of the board be elected and designated as the chief executive officer of this corporation, as provided in Section 7.6, the president shall perform such duties as may be specifically delegated to the president by the board of directors or are conferred by law exclusively upon the president, and upon the death or during the absence, disability, or inability or refusal to act of the chairman of the board, the president shall perform the duties and exercise the powers of the chairman of the board.

Unless otherwise specifically provided by the board of directors, the president shall have the right to participate in any meeting of any committee of the board of directors, whether or not the president is a member of such committee; provided, however, that unless the board of directors otherwise directs, the president shall not be entitled to vote at, and shall not be counted for purposes of determining whether a quorum is present at, any meeting of a committee of which the president is not a member.

The president shall have such other duties, powers and authority as may be prescribed elsewhere in these bylaws or by the board of directors.

Section 5.9. The Vice President. If one or more vice presidents is elected, shall work in cooperation with the president and shall perform such duties as the board of directors may assign. In the event of the death or during the absence, incapacity, or inability or refusal to act of the president, the vice president (in order of seniority if there is more than one vice president) shall be vested with all the powers and perform all the duties of the office of president until the board otherwise provides.

Section 5.10. The Secretary. The secretary shall attend the meetings of the board of directors and shall prepare or cause to be prepared minutes of all proceedings at such meetings and shall preserve them in the minute book of

this corporation to be kept for that purpose. The secretary shall perform similar duties for any committee when requested by any such committee. In addition, the secretary shall have the following duties:

(a) act as custodian of all the books, papers and records of this corporation and authenticate records of this corporation;

(b) furnish the board, upon request, a full, true and correct copy of any book, paper or record in the secretary's possession;

(c) act as custodian of the seal of this corporation and when authorized to do so shall affix it to any instrument requiring the seal, and when so affixed, shall attest the seal;

(d) give or cause to be given notice of the meetings of the board of directors, but this shall not lessen the authority of others to give such notice as provided in these bylaws;

(e) exercise and discharge the general duties, powers and responsibilities of a secretary of a corporation; and

(f) exercise and discharge such other or further duties or authority as may be prescribed elsewhere in these bylaws or from time to time by the board of directors.

Section 5.11. The Treasurer. The treasurer shall have supervision and custody of all moneys, funds and credits of this corporation and shall cause to be kept full and accurate accounts of the receipts and disbursements of this corporation in books belonging to it. The treasurer shall keep or cause to be kept all other books of account and accounting records of this corporation as shall be necessary, and shall cause all moneys and credits to be deposited in the name and to the credit of this corporation in such accounts and depositories as may be designated by the board of directors. The treasurer shall disburse or permit the disbursement of funds of this corporation in accordance with the authority granted by the board of directors. The treasurer shall be relieved of all responsibility for any moneys or other valuable property or the disbursement thereof committed by the board of directors to the custody of any other person or corporation, or the supervision of which is delegated by the board to any other officer, agent or employee.

The treasurer shall render to the president, the Executive Director or the board of directors, whenever requested by any of them, a report on all financial transactions of this corporation and the financial condition of this corporation.

The treasurer shall be bonded at this corporation's expense if the board of directors so requires.

The treasurer shall have the general duties, powers and responsibilities of a treasurer of a corporation, shall be the chief financial and accounting officer of this corporation and shall have and perform such other duties, responsibilities and authorities as may be prescribed from time to time by the board of directors.

Section 5.12. Assistant Secretary and Assistant Treasurer. Each assistant secretary or assistant treasurer, if any, in order of their seniority, in the event of the death or during the absence, incapacity, inability or refusal to act of the secretary or treasurer, respectively, shall perform the duties and exercise the powers of said respective officers until the board provides otherwise and shall perform such other duties as the directors may from time to time prescribe.

ARTICLE VI: EXECUTIVE DIRECTOR

The board of directors may appoint a person to exercise all of the powers and perform all of the duties set forth in this Article VIII and shall designate such a person so appointed as the Executive Director. The Executive Director shall have such general powers and duties of supervision and management as are usually vested in the office of the chief administrative officer of a corporation. The Executive Director shall direct the day to day affairs of this corporation including supervising all employees of this corporation, reporting to the board of directors any violation of the rules and regulations (if any), collecting any charges or fees, and keeping records in the form prescribed from time to time by the board of directors and reporting thereon whenever so requested by the board of directors. The Executive Director shall be directly responsible to the board and shall report directly to the board.

The Executive Director shall cause to be prepared and shall submit to the board for its approval an annual budget and all supplements thereto for each fiscal year. The Executive Director shall submit to the board of directors at its annual meeting a report summarizing the operations and affairs of this corporation and its activities during the preceding year and setting forth the plans, programs or projects for future development, with such suggestions and recommendations as such officers shall deem appropriate. The Executive Director shall also make such reports to the board of directors as may be appropriate, or which may be required by these bylaws, or by the board.

The Executive Director shall have the power to employ, remove and suspend all agents and employees not elected or appointed by the board of directors, to determine the duties and responsibilities of such persons, to create such titles for such persons as such officer may deem desirable to enable them to execute their duties and responsibilities, and to fix and change the compensation of such persons.

The Executive Director (if not a director) may be invited to participate in any meeting of the board of directors and any committee thereof, whether or not a member thereof; provided, however, that the Executive Director shall not be entitled to vote at, and shall not be counted for purposes of determining whether a quorum is present at, any meeting of (i) the board of directors, if the Executive Director is not a director, or (ii) a committee, if the Executive Director is not a member of such committee.

The Executive Director shall be bonded at this corporation's expense if the board of directors so requires.

The Executive Director shall have such other or further duties and authority as may be prescribed elsewhere in these bylaws or the rules and regulations (if any) or from time

to time by the board of directors.

In the event of the death or during the absence, incapacity, or inability or refusal to act of the Executive Director, the board of directors or president shall designate some other person to exercise, and in the absence of such designation the president may exercise, all of the powers and perform all of the duties of the Executive Director.

ARTICLE VII: GENERAL PROVISIONS

Section 7.1. Depositories and Checks . The moneys of this corporation shall be deposited in such manner as the directors shall direct in such banks or trust companies as the directors may designate and shall be drawn out by checks signed in such manner as may be provided by resolution adopted by the board of directors.

Section 7.2. Bonds . Any officer or employee handling money of this corporation shall be bonded at this corporation's expense if the board of directors so requires.

Section 7.3. Custodian of Securities. The board of directors may from time to time appoint one or more banks or trust companies to act for reasonable compensation as custodian of all securities and other valuables owned by this corporation, and to exercise in respect thereof such powers as may be conferred by resolution of the board of directors. The board of directors may remove any such custodian at any time.

Section 7.4. Annual Audit. The board of directors shall direct an annual audit of the books of account and financial records of this corporation be performed by an independent accounting firm.

Section 7.5. Liability and Indemnification of Directors and Officers.

(a) Limitation of Liability. No person shall be liable to this corporation for any loss, damage, liability, or expense suffered by it on account of any action taken or omitted to be taken by such person as a director, officer, employee, or agent of this corporation or of any Other Enterprise in which such person serves as a director, officer, employee, or agent at the request of this corporation, if such person (i) exercised the same degree of care and skill as a prudent person would have exercised under the circumstances in the conduct of such person's own affairs, or (ii) took or omitted to take such action in reliance upon information, opinions, reports, or statements including financial statements and other financial data, prepared or presented by third parties whom the director, officer, employee or agent reasonably believes to be reliable and competent in the matters presented.

(b) Indemnification, Generally. In addition to and without limiting the rights to indemnification and advancement of expenses specifically provided for in the other paragraphs of this Section 7.5, this corporation shall indemnify and advance expenses to each person who is or was serving as a director or officer of this corporation or serving at this corporation's request as a director, officer, employee or agent to the full extent permitted by the laws of the State of

Missouri as in effect on the date of the effectiveness of this Section 7.5 and as may hereafter be amended.

(c) Right to Indemnification . This corporation shall indemnify each person who has been or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate (regardless of whether such action, suit or proceeding is by or in the right of this corporation or by third parties) by reason of the fact that such person is or was serving as a director or officer of this corporation or serving at this corporation's request as a director, officer, employee or agent in an Indemnifiable Capacity against all liabilities and expenses, including, without limitation, judgments, amounts paid in settlement, attorneys' fees, ERISA excise taxes or penalties, fines and other expenses, actually and reasonably incurred by such person in connection with such action, suit or proceeding (including without limitation the investigation, defense, settlement or appeal of such action, suit or proceeding); provided, however, that this corporation shall not be required to indemnify or advance expenses to any person from or on account of such person's conduct which was finally adjudged to have been knowingly fraudulent, deliberately dishonest or willful misconduct; provided, further, that this corporation shall not be required to indemnify or advance expenses to any person in connection with an action, suit or proceeding initiated by such person unless the initiation of such action, suit or proceeding was authorized in advance by the board of directors of this corporation. The termination of any action, suit or proceeding by judgment, order, settlement, conviction or under a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that such person's conduct was finally adjudged to have been knowingly fraudulent, deliberately dishonest or willful misconduct.

(d) Determination of Right to Indemnification . Prior to indemnifying a person pursuant to the provisions of this Section 7.5, unless ordered by a court and except as otherwise provided by this Section 7.5, this corporation shall determine that such indemnification is proper because such person has met the specified standard of conduct entitling such person to indemnification as set forth in this Section 7.5. Any determination that a person shall or shall not be indemnified under the provisions of this Section 7.5 shall be made (i) by the board of directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding, or (ii) if such quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, and such determination shall be final and binding upon this corporation; provided, however, that in the event such determination is adverse to the person to be indemnified hereunder, such person shall have the right to maintain an action in any court of competent jurisdiction against this corporation to determine whether or not such person has met the requisite standard of conduct and is entitled to such indemnification hereunder. For the purposes of such court action, an adverse determination as to the eligibility of a person for indemnification made pursuant to any of clauses (i), (ii) or (iii) of this paragraph (d) shall not constitute a defense to such action nor create a presumption regarding such person's eligibility for indemnification hereunder. If such court action is successful and the person is determined to be entitled to such

indemnification, such person shall be reimbursed by this corporation for all fees and expenses (including attorneys' fees) actually and reasonably incurred in connection with any such action (including without limitation the investigation, defense, settlement or appeal of such action).

(e) Advancement of Expenses . Expenses (including attorneys' fees) actually and reasonably incurred by a person who may be entitled to indemnification hereunder in defending an action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate, shall be paid by this corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount unless it shall ultimately be determined that such person is entitled to indemnification by this corporation. Notwithstanding the foregoing, no advance shall be made by this corporation if a determination is reasonably and promptly made by (i) the board of directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding for which the advancement is requested, or (ii) if a quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, that, based upon the facts known to the board or counsel of this corporation at the time such determination is made, such person acted in bad faith and in a manner that such person did not believe to be in or not opposed to the best interest of this corporation, or, with respect to any criminal proceeding, that such person believed or had reasonable cause to believe such person's conduct was unlawful. In no event shall any advance be made in instances where the board or independent legal counsel

reasonably determines that such person deliberately breached such person's duty to this corporation.

(f) Non Exclusivity. The indemnification and, to the extent permitted by the laws of the State of Missouri, the advancement of expenses provided by Section 9.6 shall not be exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under section 537.117, RSMo, under any other provision of law, under the articles of incorporation or these bylaws or under any agreement, or vote of disinterested directors, policy of insurance or otherwise, both as to action in their official capacity and as to action in another capacity while holding their respective offices, and shall not limit in any way any right which this corporation may have to make additional indemnifications with respect to the same or different persons or classes of persons. The indemnification and advancement of expenses provided by, or granted pursuant to Section 9.6 shall continue as to a person who has ceased to serve in an Indemnifiable Capacity and shall insure to the benefit of the heirs, executors, administrators and estate of such a person.

(g) Insurance . This corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, agent or employee of this corporation, or is or was serving at the request of this corporation as a director, officer, agent or employee of any Other Enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not this corporation would have the power to indemnify such person against such liability under the provisions of this Section 9.6.

(h) Vesting of Rights . The rights granted or created hereby shall be vested in each person entitled to indemnification hereunder as a bargained for, contractual condition of such person's serving or having served in an Indemnifiable Capacity and while Section 9.6 may be amended or repealed, no such amendment or repeal shall release, terminate or adversely affect the rights of such person under Section 9.6 with respect to any act taken or the failure to take any act by such person prior to such amendment or repeal or with respect to any action, suit or proceeding with respect to such act or failure to act filed before or after such amendment or repeal.

(i) Definition of "this corporation ". For purposes of Section 9.6, other than paragraph (c) of Section 9.6, references to "this corporation" shall, if and only if the board of directors shall determine, include, in addition to the resulting or surviving corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger, which, if its separate existence had continued, would have had power and authority to indemnify its directors or officers or persons serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, so that any person who is or was a director or officer of such constituent corporation, or is or was serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, shall stand in the same position under the provisions of Section 9.6 with respect to the resulting or surviving corporation as such person would have with respect to such constituent corporation if its separate existence had continued.

(j) Certain Definitions . For purposes of Section 9.6:

(i) References to serving in an "Indemnifiable Capacity" shall mean service by a person as a director or officer of this corporation or service by a person at this corporation's request as a director, officer, employee or agent of any Other Enterprise (as hereinafter defined);

(ii) References to "Other Enterprises" or "Other Enterprise" shall include without limitation any other corporation, partnership, limited liability company, joint venture, trust or employee benefit plan;

(iii) References to "fines" shall include any excise taxes assessed on a person with respect

to an employee benefit plan;

(iv) References to "defense" shall include investigations of any threatened, pending or completed action, suit or proceeding as well as appeals thereof and shall also include any defensive assertion of a cross claim or counterclaim;

(v) References to "serving at the request of this corporation" shall include any service as a director, officer, employee, or agent of a corporation which imposes duties on, or involves services by, such director, officer, employee, or agent with respect to an employee benefit plan, its participants, or beneficiaries;

(vi) A person who acted in good faith and in a manner such person reasonably believed to be in the interest of the participants and beneficiaries of an employee benefit plan shall be deemed to have acted in a manner "not opposed to the best interests of this corporation";

(vii) Unless the board of directors of this corporation shall determine otherwise, any director or officer of this corporation who shall serve as a director, officer, employee, or agent of any Other Enterprise of which this corporation, directly or indirectly, is a shareholder or creditor, or in which this corporation is in any way interested, shall be presumed to be serving as such director, officer, employee, or agent at the request of this corporation; and

(viii) In all other instances where any person shall serve as a director, officer, employee, or agent of any Other Enterprise, if it is not otherwise established that such person is or was serving as such director, officer, employee, or agent at the request of this corporation, the board of directors of this corporation shall determine whether such person is or was serving at the request of this corporation, and it shall not be necessary to show any actual or prior request for such service, which determination shall be final and binding on this corporation and the person seeking indemnification.

(k) Severability . If any provision of Section 9.6 or the application of any such provision to any person or circumstance is held invalid, illegal or unenforceable for any reason whatsoever, the remaining provisions of Section 9.6 and the application of such provision to other persons or circumstances shall not be affected thereby and to the fullest extent possible the court finding such provision invalid, illegal or unenforceable shall modify and construe the provision so as to render it valid and enforceable as against all persons or entities and to give the maximum possible protection to persons subject to indemnification hereby within the bounds of validity, legality, and enforceability. Without limiting the generality of the foregoing, if any person who is or was serving in an Indemnifiable Capacity is entitled under any provision of Section 9.6 to indemnification by this corporation for some or a portion of the judgments, amounts paid in settlement, attorneys' fees, ERISA excise taxes or penalties, fines or other expenses actually and reasonably incurred by any such person in connection with any threatened, pending or completed action, suit or proceeding (including without limitation, the investigation, defense, settlement or appeal of such action, suit or proceeding), whether civil, criminal, administrative, investigative or appellate, but not, however, for all of the total amount thereof, this corporation shall nevertheless indemnify such person for the portion thereof to which such person is entitled.

ARTICLE VIII: NOTICE

Any notice required or desired to be given under these bylaws or otherwise to any director shall be given in writing and shall be deemed given and effective at the earliest of the following:

A. when received by the director being notified;
B. five days after deposit in the United States mail, as evidenced by the postmark, if mailed correctly address e d and with first class postage affixed;
C. on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; and
D. 30 days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with other than first class, registered or certified post a ge affixed.

Written notice is correctly addressed to a director if addressed to the director's address shown on this corporation's current records.

ARTICLE IX: FISCAL YEAR

The fiscal year for this corporation will run from July 1st - June 30th each year. The board of directors shall have the power to fix and from time to time change the fiscal year of this corporation. In the absence of action by the board of directors, however, the fiscal year of this corporation shall end each year on the date this corporation is treated as the close of its first fiscal year, until such time, if any, as the fiscal year shall be changed by the board of directors.

ARTICLE X: AMENDMENTS

Except as otherwise specifically provided in these bylaws, the bylaws of this corporation may be amended or new bylaws adopted upon the approval of a majority of all directors in office. If an amendment is to be approved at a meeting of the board of directors, 30 days' notice of the meeting must be given by the chairman of the board, the president, or at least 20 percent of the directors then in office. The notice must state that the purpose of the meeting is to consider a proposed amendment to the bylaws and contain or be accompanied by a copy or summary of the amendment. This corporation shall keep at its principal office a copy of the bylaws, as amended, which shall be open to inspection by any board member at all reasonable times during office hours.

ARTICLE XI: OPEN MEETINGS AND RECORDS

Notwithstanding any other provision of these bylaws, the board of directors shall comply with the requirements in Chapter 610, RSMo, when conducting public business.

The board of directors shall ensure that the charter school operates in compliance with Chapter 610, RSMo.

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

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

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

CERTIFICATE

The foregoing bylaws were duly adopted as and for the bylaws of BELIEVE STL Academy by the board of directors of this corporation.

Madeline Hantak
_____
Name: Madeline Hantak

Tiara Jordan
_____
Name: Tiara Jordan

_____
Name: Jesse Dixon

Kacey Martin-Johnson
_____
Name: Kacey Martin-Johnson

Taijuana Wells
_____
Name: Taijuana Wells

Paris Woods
_____
Name: Paris Woods

Jamila Boone

Name: Jamila Boone

Hayley Morgan

Name: Hayley Morgan

Name:

B.1.4 Documentation of IRS Status

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 04-19-2018

Employer Identification Number:
82-5244309

Form: SS-4

Number of this notice: CP 575 E

BELIEVE SCHOOLS
3607 VIEMBRA DR
FLORISSANT, MO 63034

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.

(IRS USE ONLY) 575E 04-19-2018 BELI O 9999999999 SS-4

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is BELI. You will need to provide this information, along with your EIN, if you file your returns electronically.

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter. Thank you for your cooperation.

Keep this part for your records. CP 575 E (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number
( ) -
_____

Best Time to Call
_____

DATE OF THIS NOTICE: 04-19-2018
EMPLOYER IDENTIFICATION NUMBER: 82-5244309
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

BELIEVE SCHOOLS
3607 VIEMBRA DR
FLORISSANT, MO 63034

B.1.5 Board Member Conflict of Interest Statements

BELIEVE

Conflict of Interest Policy

The Board of BELIEVE STL Academy adopts the following policy, effective on the date of adoption by the Board.

Article I- Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (BELIEVE STL Academy) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. As a charter school, certain special state conflicts of interest policies apply as discussed herein.

Article II- Definitions

1. Interested Person
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested Person.

2. Financial Interest
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or Arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate the governing board or committee decides that a conflict of interest exists.

Article III- Procedures

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
Under Missouri law, the following are conflicts of interest. The Board has no discretion on whether these items present a conflict of interest. No person shall be appointed to the board unless they meet the following requirements. Any board member who is in violation of any of these requirements is ineligible to serve and shall immediately forfeit their office:

a. No member of the Board shall hold any other office or employment from the board while serving as a member of the board.

b. No member of the board shall have any substantial interest (see §105.450 RSMo) in any entity employed by or contracting with the board.

c. No member of the board shall be an employee of a company that provides substantial services to the charter school.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, s/he shall leave the meeting during the

discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of Interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV- Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a

financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V- Compensation

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services are precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII-Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes

and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII- Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

BELIEVE

Conflict of Interest Policy

This questionnaire has been prepared in accordance with BELIEVE Schools' Policy Statement of Conflicts of Interest and is to be completed by BELIEVE STL Academy's Board of Directors and any key personnel of BELIEVE STL Academy as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will disclose it immediately to the board chair and refrain from participating in discussing and/or voting on that issue.

Please read the statements below and provide your response, including explanations, where applicable. Please date, sign, and return the form to the board chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest above and find that I have:

( ) No area of potential or actual conflicts of interest.

(X) No area of potential or actual conflicts of interest except as follows:

Employee at The Opportunity Trust (TOT), a funder of BSTLA. I will need to recuse myself on related topics.

Signed: Jesse Dixon

Printed Name: Jesse Dixon

Date: 04/28/2023 02:35 UTC

BELIEVE

Conflict of Interest Policy

The Board of BELIEVE STL Academy adopts the following policy, effective on the date of adoption by the Board.

Article I- Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (BELIEVE STL Academy) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. As a charter school, certain special state conflicts of interest policies apply as discussed herein.

Article II- Definitions

1. Interested Person
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c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or Arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate the governing board or committee decides that a conflict of interest exists.

Article III- Procedures

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
Under Missouri law, the following are conflicts of interest. The Board has no discretion on whether these items present a conflict of interest. No person shall be appointed to the board unless they meet the following requirements. Any board member who is in violation of any of these requirements is ineligible to serve and shall immediately forfeit their office:

a. No member of the Board shall hold any other office or employment from the board while serving as a member of the board.

b. No member of the board shall have any substantial interest (see §105.450 RSMo) in any entity employed by or contracting with the board.

c. No member of the board shall be an employee of a company that provides substantial services to the charter school.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, s/he shall leave the meeting during the

discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of Interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV- Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a

financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

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3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

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b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII-Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes

and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,

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BELIEVE

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It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will disclose it immediately to the board chair and refrain from participating in discussing and/or voting on that issue.

Please read the statements below and provide your response, including explanations, where applicable. Please date, sign, and return the form to the board chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest above and find that I have:

(X) No area of potential or actual conflicts of interest.

( ) No area of potential or actual conflicts of interest except as follows:

_____

_____

_____

_____

Signed: Taijuana Wells

Printed Name: Taijuana Wells

Date: 04/27/2023 22:21 UTC

BELIEVE

Conflict of Interest Policy

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b. No member of the board shall have any substantial interest (see §105.450 RSMo) in any entity employed by or contracting with the board.

c. No member of the board shall be an employee of a company that provides substantial services to the charter school.

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Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

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BELIEVE

Conflict of Interest Policy

This questionnaire has been prepared in accordance with BELIEVE Schools' Policy Statement of Conflicts of Interest and is to be completed by BELIEVE STL Academy's Board of Directors and any key personnel of BELIEVE STL Academy as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will disclose it immediately to the board chair and refrain from participating in discussing and/or voting on that issue.

Please read the statements below and provide your response, including explanations, where applicable. Please date, sign, and return the form to the board chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest above and find that I have:

(X) No area of potential or actual conflicts of interest.

( ) No area of potential or actual conflicts of interest except as follows:

_____

_____

_____

_____

Signed: Madeline Hantak

Printed Name: Madeline Hantak

Date: 05/01/2023 15:35 UTC

BELIEVE

Conflict of Interest Policy

The Board of BELIEVE STL Academy adopts the following policy, effective on the date of adoption by the Board.

Article I- Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (BELIEVE STL Academy) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. As a charter school, certain special state conflicts of interest policies apply as discussed herein.

Article II- Definitions

1. Interested Person
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested Person.

2. Financial Interest
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or Arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate the governing board or committee decides that a conflict of interest exists.

Article III- Procedures

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
Under Missouri law, the following are conflicts of interest. The Board has no discretion on whether these items present a conflict of interest. No person shall be appointed to the board unless they meet the following requirements. Any board member who is in violation of any of these requirements is ineligible to serve and shall immediately forfeit their office:

a. No member of the Board shall hold any other office or employment from the board while serving as a member of the board.

b. No member of the board shall have any substantial interest (see §105.450 RSMo) in any entity employed by or contracting with the board.

c. No member of the board shall be an employee of a company that provides substantial services to the charter school.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, s/he shall leave the meeting during the

discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of Interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV- Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a

financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V- Compensation

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services are precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII-Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes

and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII- Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

BELIEVE

Conflict of Interest Policy

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( ) No area of potential or actual conflicts of interest except as follows:

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_____

_____

_____

Signed: Kacey Martin-Johnson

Printed Name: Kacey Martin-Johnson

Date: 05/03/2023 16:55 UTC

BELIEVE

Conflict of Interest Policy

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Article I- Purpose

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2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services are precluded from voting on matters pertaining to that member's compensation.

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b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
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Article VII-Periodic Reviews

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BELIEVE

Conflict of Interest Policy

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I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest above and find that I have:

X ( ) No area of potential or actual conflicts of interest.

( ) No area of potential or actual conflicts of interest except as follows:

_____

_____

_____

_____

Signed: Paris Woods

Printed Name: Paris Woods

Date: 07/07/2023 15:39 UTC

BELIEVE

Conflict of Interest Policy

The Board of BELIEVE STL Academy adopts the following policy, effective on the date of adoption by the Board.

Article I- Purpose

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c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or Arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

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Article III- Procedures

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

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a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, s/he shall leave the meeting during the

discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

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a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV- Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a

financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V- Compensation

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services are precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII-Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes

and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,

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Article VIII- Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

BELIEVE

Conflict of Interest Policy

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I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest above and find that I have:

X ( ) No area of potential or actual conflicts of interest.

( ) No area of potential or actual conflicts of interest except as follows:

_____

_____

_____

_____

Signed: Hayley Morgan

Printed Name: Hayley Morgan

Date: 07/10/2023 15:39 UTC

The Board of BELIEVE STL Academy adopts the following policy, effective on the date of adoption by the Board.

Article I- Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (BELIEVE STL Academy) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. As a charter school, certain special state conflicts of interest policies apply as discussed herein.

Article II- Definitions

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X ( ) No area of potential or actual conflicts of interest.

( ) No area of potential or actual conflicts of interest except as follows:

_____

_____

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Signed: Jamila Boone

Printed Name: Jamila Boone

Date: 07/08/2023 01:05 UTC

BELIEVE

Conflict of Interest Policy

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A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or Arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate the governing board or committee decides that a conflict of interest exists.

Article III- Procedures

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
Under Missouri law, the following are conflicts of interest. The Board has no discretion on whether these items present a conflict of interest. No person shall be appointed to the board unless they meet the following requirements. Any board member who is in violation of any of these requirements is ineligible to serve and shall immediately forfeit their office:

a. No member of the Board shall hold any other office or employment from the board while serving as a member of the board.

b. No member of the board shall have any substantial interest (see §105.450 RSMo) in any entity employed by or contracting with the board.

c. No member of the board shall be an employee of a company that provides substantial services to the charter school.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, s/he shall leave the meeting during the

discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of Interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV- Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a

financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V- Compensation

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services are precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII-Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes

and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII- Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

BELIEVE

Conflict of Interest Policy

This questionnaire has been prepared in accordance with BELIEVE Schools' Policy Statement of Conflicts of Interest and is to be completed by BELIEVE STL Academy's Board of Directors and any key personnel of BELIEVE STL Academy as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will disclose it immediately to the board chair and refrain from participating in discussing and/or voting on that issue.

Please read the statements below and provide your response, including explanations, where applicable. Please date, sign, and return the form to the board chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest above and find that I have:

X ( ) No area of potential or actual conflicts of interest.

( ) No area of potential or actual conflicts of interest except as follows:

_____

_____

_____

_____

Signed: Tiara Jordan

Printed Name: Tiara Jordan

Date: 07/07/2023 19:49 UTC

B.1.6 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. Lous.

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

B.1.7 Memorandum of Understanding: BELIEVE Circle City & BELIEVE STL

BELIEVE

Organizational Design

We are a growing network of schools with a single mission and vision. In order to best achieve our shared goals, we organize ourselves around the concept of ***"Agency.Acceleration.Autonomy."*** Empowered campus leadership team members make decisions within a framework of non-negotiable BELIEVE Schools, Inc principles and practices, but our organizational structure is not primarily a centralized, top-down structure.

We define the set of things that must be true at all BELIEVE Schools, Inc campuses and then we empower Campus Leadership Team members to make decisions about how to best fulfill our mission within the context of those network-wide practices.

High Expectation/High Support Framework

BELIEVE Schools, Inc has a High Expectation/High Support framework to help clarify how our campuses interact with our Network Leadership Team.

To define some terms: that which is held "*high expectations*" at BELIEVE is the set of things that we want to be true at every single one of our schools. When we want consistency across schools with regard to high expectations both academically and culturally, the Network Leadership Team will serve as the decision-making body and the Network Leadership Team will play a leading role in supporting the "*expectation.*" With high expectations comes autonomy. These autonomous activities provide campus leadership teams' discretion and decision making based on their regional and community needs. These are areas guided by the Campus Leadership Team and

In all things there are likely interactions that take place between Campus Leadership Teams and members of the Network Leadership 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 at follows below is a framework for what falls in the respective ***High Expectations/High Support*** Framework:

	Set Expectations – Network Leadership Team Makes Decision/Sets Policy	**Autonomy – 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, 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, personalized learning and project-based learning	Chooses curricular inputs and makes decisions about ratio between direct teaching and project-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 as evidenced by school audits.	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 as evidenced by school audits.	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
	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 formal and informal observations and leader/teacher feedback loop to drive instructional quality	Sets professional development priorities and leads individualized coaching of teachers. Ensures learning walks (informal observations) by campus based leadership team members.
	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

	Set Expectations – Network Leadership Team Makes Decision/Sets Policy	**Autonomy – Campus Leadership Team Makes Decision**
Budget/ Finance	Sets, tracks, and monitors enrollment targets	Decides on classification of students by grade/class. Reports out monthly to the Network Leadership Team.
	Negotiates multi-campus contracts, advises campuses on historical spending norms, and advises budget constraints	Sets staffing and programmatic strategy
	With oversight and direction from the Board of the Directors, the network leadership team 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

	High Expectations – Network Leadership Team Makes Decision/Sets Policy	Autonomy – Campus Leadership Team Makes Decision
Internal Operations	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 Principals, Deans, and Instructional Coaches are primarily focus on instruction and the academic program	Makes decisions about specific roles and responsibilities to ensure that Principals, Deans, and Instructional Coaches 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
	Tracks, monitors, and submits all state and federal reporting requirements. Responsible for ensuring data is accurate with the state.	Ensures the student information system is updated and accurate so that the network team has the correct data to pull from.

	High Expectations –Network Leadership Team Makes Decision/Sets Policy	Autonomy – 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 Network Leadership Team 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
	Conducts quarterly payroll audits with HR providers to ensure compliance. Determines and selects benefit providers and educates Campus Leadership Team on benefit options.	Supports employees with all stages of the payroll and benefits cycles. Ensures that staff rosters and payroll changes are communicated to the Chief Operations Officer.
	Plans and implements Network PD Days,	Makes recommendations for Network PD Day content
	Plans and leads all network sponsored programmatic leadership development—Leader PD etc.	Plans and leads all campus teachers and operations PD.
	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 Principals and Campus Leadership Team.	Makes hiring decisions for all teachers and support staff.
	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

	High Expectations – Network Leadership Team Makes Decision/Sets Policy	Autonomy – 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
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
	Ensures quarterly Parent University occurs at each BELIEVE Campus.	Designs and Plans Schedule for Parent University.
	Facilitates the development of Campus Purpose Pathway Programs Designs strategy for Purpose Pathway Programs for Campus Leadership Team members to implement.	Leads and manages campus Purpose Pathway Programs
	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 student recruitment goals, milestones, and benchmarks.	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.

	High Expectations – Network Leadership Team Makes Decision/Sets Policy	**Autonomy – Campus Leadership Team Makes Decision**
MOU <> School Agreements	Conduct two leadership evaluations each year. The first evaluation will occur between July 15th-August 15th and December 1st-December 15th.	Campus Leaders will evaluate all building staff twice a year. Evaluations will include professional and personal goal setting and tracking.
	The Network Leadership Team will receive 5% of fees in the school's first five years. As the school builds capacity in future years, roles and responsibilities of the Charter Management Organization (CMO) will decrease and be shared with the Campus Leadership Team. The CMO will be responsible for overseeing compliance with the local authorizer and the state of Missouri. Additionally, the CMO will be responsible for managing HR and tracking of federal and state grants.	The Campus Leadership Team must make quarterly payments to the CMO. Terms may be negotiated or changed based on the school's cash flow. The Campus Leadership Team will be required to provide reporting data and documents to the Network Leadership Team. The Campus Leadership team will be responsible for creating budget requests for state and federal grant opportunities, payroll and hours reports so CMO can process payroll.
	The Network Leadership Team will set the strategy as charter renewal approaches. The Network Leadership Team will provide Campus Leadership Team at least (1) year notice of charter renewal requirements.	The Campus Leadership Team will support the charter renewal process. The school may be responsible for providing data or other school based knowledge and resources.
	All Network Leadership Team members will be required to sign a "Conflict of Interest" statement that states they will disclose any known conflict of interest between proposed service providers, affiliated businesses, or board members.	All Campus Leadership Team members will be required to sign a "Conflict of Interest" statement that states they will disclose any known conflict of interest between proposed service providers, affiliated businesses, or board members.

	The MOU will be revisited between the CMO and Campus Leadership annually. During this time, both teams will discuss the agreement and visit any areas that are cause of concern. Any termination or change of scope will be visited at this time.	The MOU will be revisited between the CMO and Campus Leadership annually. During this time, both teams will discuss the agreement and visit any areas that are cause of concern. Any termination or change of scope will be visited at this time.
	Any Information regarding the organization's financial health and condition should be directed to the CMO. This includes information that is being shared with media, investors, funders, or other public entities.	Any Information regarding the organization's financial health and condition should be directed to the CMO. This includes information that is being shared with media, investors, funders, or other public entities. The Campus Leadership team should direct all personnel to the Network Leadership Team.

Terms of Agreement

By terms of this agreement, Campus Leadership Team agrees to the following financial, legal, and compliance related terms:

- Campus Leadership Team will designate 5% of annual income to the CMO. Installments will be made in two payments: By October 31st and March 1st each year *(unless otherwise agreed upon)*.
- Campus Leadership Team will provide requested data and metrics to the CMO on-time as requested by CMO. These figures are used for financial planning and to support funder data requests. These requests may include but are not limited to: data for authorizer, data for funders, and internal data for network comparisons.

By signature of this document, parties are aligned that their teams will uphold the respective terms outlined in this agreement.

Kimberly Neal-Brannum

BELIEVE Schools, Inc Executive Director
Date 07/12/2023 15:10 UTC

Paris Woods

BELIEVE STL Academy Board Chair
Date 07/12/2023 18:42 UTC

B.1.8 Documentation of Submission to SLPS

District Board of Education Application

Teagan Vonderheit <tvonderheit@believeschools.org>
to isaac.pollak, Kimberly

Tue, Feb 7, 6:25 PM

Good evening, Dr. Pollack--

I hope this finds you well. Please allow this message to serve as notification regarding BELIEVE STL Academy. I've included our Founder and ED, Kimberly Neal-Brannum. I'm hoping we can find time to connect as we navigate through this process and prepare to serve students and families in St. Louis City.

BELIEVE STL Academy-charter application (2).pdf

All the best,

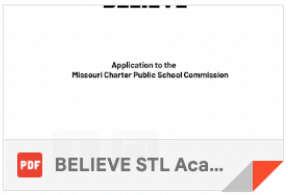
--

Teagan Vonderheit
Director of Growth & Strategy
Cell: 317-692-1692
www.believeschools.org

BELIEVE | CIRCLE CITY HIGH SCHOOL

Acceleration | Agency | Autonomy

One attachment • Scanned by Gmail



JESSE DIXON

240 Selma Avenue
St. Louis, MO 63119
(917) 364-6335
jessedixon.mail@gmail.com

EDUCATION

Harvard University Graduate School of Education, Cambridge, MA June 2008
- Ed.M. Education Policy and Management
- Research Assistant for *Achievement Gap Initiative (Dr. Ronald Ferguson)*

Fordham University, Bronx, NY June 2003
- Bachelor of Arts in Sociology and Philosophy Awarded Cum Laude

EDUCATION EXPERIENCE

The Opportunity Trust **Partner & COO**
St. Louis, MO October 2020 - Present

- Responsible for overseeing Opportunity Trust investments/grants in local school districts, community coalition building, and postsecondary pathways initiatives from due diligence to board recommendations to ongoing monitoring/support. Served as program officer and coach to non-profit executive directors and district superintendents. The Opportunity Trust is an education intermediary with an annual operating budget of $13mm.
- Designed and implemented a three-year investment strategy focused on empowering families, students, and community leaders to lead transformative educational change. Investments include a participatory grantmaking initiative to build community capacity; launching a postsecondary intermediary to facilitate industry-recognized credentials preparation and attainment in middle skill pathways across regional high school LEAs; incubating student organizing/student voice initiatives; district/charter school collaboration to collect student and parent perception data in schools and publicly report the data to parents/caregivers; and a district school redesign process that leverages human-centered design by placing students and parents at the center of school reinvention.
- Responsible for $5mm in grants annually. Oversee research and data, financial, human resources, and operational functions for the organization.

Rung for Women **Vice President of Career Development**
St. Louis, MO October 2018 – October 2020

- Responsible for designing and building the career development strategy for a new economic mobility non-profit targeting underemployed women. Rung's career strategy is to serve as an intermediary between employers, higher education institutions/career training providers, and clients to identify best-fit accelerated training pathways and incubate new training programs preparing clients for high-demand living wage careers.
- Higher education/career training partnerships included: St. Louis Community College, Ranken Technical School, Maryville University, Webster University, LaunchCode, Cyber Up, NPower, SSD Applied Tech, Bell Brown Medical Institute, Penn Foster, PathStream, SNHU, and other training providers. Specific career training programs are curated across these institutions to ensure industry alignment and student qualifications.
- Employer partnerships included: SSM Health, Mercy Hospital, Enterprise, Commerce Bank, CHASE Bank, Bank of America, Wells Fargo Advisors, St. Louis Cardinals, Four Seasons, and Panera.

Southern Illinois University of Edwardsville **Executive Director**
East St. Louis Center (East St. Louis, IL) July 2014 – October 2018

- Responsible for overseeing all grant-funded programs at the East St. Louis Center consisting of more than $17 million in annual budgets and 300 full-time staff serving over 3,000 students daily. Programs include Head Start/Early Head Start, Project Success, MATCH/career education, East St. Louis Center for the Performing Arts, Building Futures, Revitalizing Higher Education, and Upward Bound/Veterans Upward Bound.
- Expanded programming through by securing new grant funds exceeding $11 million annually from National Science Foundation, U.S. Department of Education, Illinois Department of Commerce and Economic Opportunity, Illinois State Board of Education, and private philanthropies. New programming included a computer programming after program targeting African American girls, a workforce development initiative targeting Head Start parents, and a Veterans-focused college and career pathways program.

- Designed and launched an accelerated career pathways program targeting non-traditional students for living wage careers in high-demand fields by building new partnerships with community colleges, non-profit education providers, regional employers, and LWIAs. *(Results: placed more than 700 individuals into employment and training opportunities. This model was highlighted at the 2018 National Governor's Association State Workforce Directors conference.)*
- Served in East St. Louis community leadership roles including executive committee of East Side Aligned (Ready by 21 collective impact initiative) and founding chair of the East St. Louis Youth Coordinating Council. Served on University Dean's Council, Extended Chancellor's Council, and University Diversity Council.

St. Louis Public Schools **Special Assistant to the Superintendent**
St. Louis, MO June 2013 – July 2014

- Managing a range of special projects for the superintendent: management of overall district and school improvement planning efforts including drafting and performance management of District Transformation Plan and School Improvement Plans; oversight of federal grant programs including Title I, II, and III, and the federal School Improvement Grant program (SIG); oversight of the design, launch, implementation and oversight of full-time in-school tutoring program serving over 2,000 students; and district director for charter school sponsorship, accountability and oversight. *(Results: the District Transformation Plan was used as the strategic plan for the district regaining state accreditation)*
- Responsible for designing and launching the central office structure for turning around the lowest-performing 8 schools for the district. Duties include managing principal and teacher coaching; reporting structures for school leadership; data management and reporting for state, district, and school improvement.

Massachusetts Department of Elementary and Secondary Education
Office of District and School Turnaround **Director**
Malden, MA October 2010 – June 2013

- Directing state efforts to intervene to the lowest performing districts and schools with staff of nine. Managing Title I School Improvement Grant (1003g) program ($76mm) and assistance activities for districts (14) and schools (40) declared underperforming. *(Results: after three years, 24 of the 33 underperforming schools achieved significant gains in math and ELA with 14 exiting underperforming status)*
- Responsible for early design, project managing, screening staff, and overseeing implementation of the Race to the Top district and school turnaround initiatives (totaling $19.6mm): Wraparound Zones to systematically link health and human services with students and families; Turnaround Teachers and Leaders Pipeline to train teachers and principals to the unique challenges of low-performing urban schools; Priority Partners for Turnaround initiative to identify, vet, and make investments for effective vendors to provide school improvement services to more schools; and Turnaround Operator Initiative to identify and attract CMOs and EMOs to 'take over' chronically underperforming schools in Massachusetts.

Special Assistant to Deputy Commissioner January 2009 – October 2010

- Worked under the Deputy Commissioner to manage the process of redesigning the Commonwealth's accountability and assistance system which included designing state policy for turning around low-performing districts and schools, coordinating relevant state and federal resources, facilitating stakeholder feedback and support, and strategic planning to implement state interventions in persistently low-achieving schools.

Education Consulting Experience (Jesse Dixon Consulting, LLC)

- **St. Louis Public Schools (October 2018 – June 2019):** led the district's efforts to design, develop, and launch the Consortium Partnership Network (CPN) – a non-profit school management structure giving district schools unprecedented autonomy in staffing, curriculum and structure: launched the non-profit, board of directors, MOU with school district, union agreement, and conducted a successful a executive director search. *(Result: two schools are currently being managed by the CPN).*
- **Massachusetts Department of Elementary and Secondary Education (June 2013 – July 2017):** provided strategic planning support for the Office of District and School Turnaround (ODST) for state takeover of chronically underperforming schools; ongoing project management support for ODST activities post-Race to the Top.
- **Missouri Department of Elementary and Secondary Education (October 2013 – November 2013):** consulting support on communication for a new state system of support structure for classifying and intervening in low-performing districts and schools
- **North Side Community Charter School (October 2012 – April 2013):** facilitated strategic planning process and staff trainings on data-driven instruction and effective use of professional learning communities *(Results: in one year, proficiency rates at North Side went from 20% to 48% in ELA and from 13% to 47% in mathematics)*
- **University of Missouri- St. Louis, Charter School Office (September 2012 – March 2013)**: provide turnaround planning support to five charter schools including root cause analysis, implementation planning, and capacity building for performance management.

- **Saint Louis University, Charter School Office (December 2012 – September 2013)**: design and development of new accountability and assistance processes for SLU-sponsored charter schools
- **United States Department of Education, Implementation and Support Unit (November 2012 – present):** served as "Expert" on state turnaround policy to inform Reform Support Network.
- **Illinois State Board of Education (March 2012 – July 2012):** design and development of a new state system of support structure for classifying and intervening in low-performing districts and schools
- **Cleveland Metropolitan School District (August 2012 – November 2012)**: assisted with the design and development of a four-year implementation plan integrating the various district initiatives underway into an organized and detailed work plan for the purposes of informing a Race to the Top-District application. (Subcontracted through Education First Consulting)

National Presentations

- Presenter, **Creating Apprenticeships in 4-Year Universities,** National Governor's Association State Workforce Directors Conference 2018
- Presenter, **Implementing Evaluation Systems in Turnaround**, Teacher Quality Center 2012
- Co-Director, **School Turnaround Leaders Summer Institute**, Harvard University- Summer 2012
- Panelist, **School Turnaround 2.0 – How Federal Policy can Support Dramatic School Improvement,** Center for American Progress – June 2011
- Presenter, **State Role in Turning Around Schools**, America's Promise Alliance 2010 Summit

OTHER EXPERIENCE

Office of Massachusetts State Representative Alice K. Wolf — **Chief of Staff**
Boston, MA — April 2008 – January 2009

- Managed all operations for the Representative from Cambridge, including implementing the legislative agenda, budget priorities, communications, and constituent services in Cambridge and Boston.

New York State Assembly Member Brian Kavanagh (East Manhattan) — **Chief of Staff**
New York, NY — January 2007 – June 2007

- Directed all operations for a new New York State Assembly office including crafting and implementing the legislative agenda, budget priorities, communications, and constituent services in Albany and Manhattan. Served as senior advisor.
- Recruited, supervised, and trained staff of five for Albany and New York City offices. Acted as liaison to the offices of the Governor, Senators and relevant members of Congress.

New York City Council Member Annabel Palma (South Bronx) — **Chief of Staff**
New York, NY — September 2005 – June 2007

- Administered all aspects of New York City Council office including constituent services, legislation, policy, and community organizing. Serve as senior advisor to Council Member.
- Supervised and trained staff of seven. Organized staff meetings and human resource management.
- Directed budget process and managed the allocation of grants exceeding $6 million annually for capital projects, youth and community development, and internal Council office budget.

Director of Community Organizing
Bronx, NY — January 2005 - September 2005

- Provided direct service to constituents on issues including eviction prevention, mental health services, school violence and transportation issues, immigrant services, domestic violence, and employment.
- Identified and empowered community leaders to create tenant associations, parent associations, and other bases for community outreach and empowerment.

Other Notables

- Member, Board of Directors, City Garden Montessori Charter School – Chair, Academic Committee (2019 – present)
- Member, Board of Directors, WE Power Action (St. Louis-based community organizing non-profit) (2018 – present)
- Serve on Missouri Charter School Commission's Advisory Board (2015 – current)
- 2018 East St. Louis NAACP Education Award
- 2017 Leadership Council of Southwest Illinois Education Award
- 2015 St. Louis Business Journal 40 Under 40 Award Recipient
- Founding Board Member, The Biome School (charter school in St. Louis)– Chair, Academic Committee (2013-2015)

Personal Interests

- Running, tennis, cooking, juggling, and guitar.

TAIJUANA WELLS

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St. Louis, Missouri

EDUCATION

MASTER OF ARTS

Professional Counseling
Lindenwood University
May 2021

BACHELOR OF SCIENCE

Social Work
University of Missouri - St. Louis
December 2011

EXPERTISE

- Mental Health Services
- Effective Communication
- Interpersonal Skills Coaching
- Medical Terminology
- Social Services Navigation

WORK EXPERIENCE

COUNSELOR

Purpose Driven Counseling, Hazelwood, MO
2021-Present

- Conduct counseling sessions
- Plan and facilitate group meetings
- Perform client assessments, intakes, and referrals
- Maintain client records and confidentiality

PHARMACY TECHNICIAN LEAD

Barnes-Jewish Hospital, St. Louis, MO
1986-2023

- Accurately performed chemical calculations
- Assisted pharmacists with filling chemotherapy and narcotic orders
- Delivered the medication to the nursing staff
- Accurately distributed narcotics into Pyxis machines throughout hospital campus

SOCIAL WORK INTERN

Midtown Catholic Charities, St. Louis, MO
2016-2011

- Gained practical experience in the community settings by attending multidisciplinary team meetings, making home visits and assisting with case management for clients in the Family Pride Program
- Established familiarity with local resources in the community
- Completed client surveys and interviews
- Practiced confidentiality in maintaining records of clients

MADELINE R. HANTAK

Providing Effective Leadership and Innovative Business Strategies

314.769.2397 | Madeline Hantak | LinkedIn | hantakmr@gmail.com

PROFESSIONAL SUMMARY

Ambitious professional tireless in building flourishing sales pipelines and cultivating valued customer experiences.
Keen ability to distill business objectives into actionable plans capable of supporting goals while driving revenue.
Passionate about lifting employee performance by removing barriers, facilitating training, and providing new tools.

WORK EXPERIENCE

The Catholic Health Association of the United States (CHA), Saint Louis, MO October 2022-Present

Advancing the Catholic health ministry of the United States in caring for people and communities.

Program Coordinator, Member Engagement & Events

- Lead member of the Assembly planning team, responsible for general project management including logistics and preparation, budget development and monitoring all aspects of development/implementation of the conference
- Manage RFP processes for production vendors
- Plan the yearly conference for over 750 leaders in Catholic health care

Fabulous Fox Theatre, Fox Associates, LLC, Saint Louis, MO July 2017-October 2022

The Fabulous Fox Theatre presents the 'Best in Broadway' in Saint Louis along with concerts and private events.

Event Manager | May 2018- Present

- Responsible for driving event sales across the theatre; includes analyzing historical sales data to define target market, build and maintain client relationships and deploy hyper-effective marketing campaigns
- Relied upon to seamlessly collaborate with department leads of production, operations, food & beverage, marketing, and accounting
- Orchestrated promotional materials that resulted in a 40% increase of event sales over one year
- Successfully executed 4000-person client faced event with a gross profit of $350,000

Assistant Event Coordinator | July 2017-May 2018

- Responsible for providing galvanizing leadership to 30 direct report Event Associates
- Relied upon to facilitate training to guide employees on event strategy implementation
- Efficiently manage budget and contract development for an average of 125 events per year
- Assist in managing entertainment and production services for a wide variety of events with ranging capacities of 20-500+ attendees

LEADERSHIP DEVELOPMENT

Missouri Athletic Club [MAC], **Associate Council,** Saint Louis, MO June 2021- Present

Providing social and professional engagement for both fellow and potential Associate Club Members

Vice President, Associate Board | June 2022-Present

- Oversee internal operations of Associate Council while ensuring all other officer members are upholding their duties and responsibilities
- Collaborate with the President of the Associate's to manage yearly budget and schedule for associate meetings and events

Social Chair, Associate Board | June 2021-June 2022

- Successfully accumulated auction items for CSC charitable focused event that resulted in a 50% increase in donations from the previous year
- Oversee all event committees to execute MAC Associate Events

EDUCATION

Master of Business Administration- Management, University of Missouri, Saint Louis May 2023

Bachelor of Science- Health Science, University of Missouri, Columbia May 2017

KACEY **MARTIN-JOHNSON, BS, MSPH**
4411 Margaret Ridge Drive, Florissant, MO 63034 · (504)473-9675
Kpmj79@yahoo.com

To work with organizations that are committed to establishing very clear leadership strategies and protocols to yield maximum results that can be sustained and reproduced in a growing competitive global environment. Utilizing my background in Industrial Hygiene and Chemistry to anticipate health hazards, recommend preventive measures and prescribe procedures to eliminate, reduce or abate occupational health hazards in the working environment.

EXPERIENCE

11/2022 – PRESENT

EHS&S SENIOR MANAGER, CURIUM PHARMA

- Assess existing company Safety and Health programs and developed action plans in accordance with organization and governmental standards and procedures
- Assess and provided direct technical assistance in Environmental quality standards and developed corrective action plans to address noncompliance
- Evaluate existing or emergent risk management control technologies and provided information, regulatory interpretation and technical expertise to management and employees
- Develop training materials for implementation of new guidelines and protocols.
- Coordinate North American Hazwoper and Confined Space Rescue training.
- Develop North American sites IH hazard assessment plan for facilities.
- Assessment in the development of prototype equipment, manufacturing process, structural maintenance, and equipment relocation/installation using LEAN concepts

4/2019 – 11/2022

DIRECTOR OF SAFETY & INDUSTRIAL HYGIENE, KMJ INDUSTRIAL HYGIENE AND SAFETY CONSULTING

- Direct and assign activities/projects to staff
- Subject Matter Expert in IH/Safety/Environmental
- Providing COVID guidance to businesses, public spaces, workplaces, and schools to reopen implementing cleaning and disinfecting strategies aligned with CDC/EPA guidance and OSHA protocols
- OSHA and EPA notice of violation response reports and letters
- Industrial Hygiene area and personal air monitoring
- Assessing arising issues and existing controls
- Provide technical IH support for Indoor Air Quality and Mold Remediation
- Conduct third party audits
- Review of new processes to assess compliance with environmental and safety standards
- Assisting organizations in the development of prototype equipment, manufacturing process, structural maintenance, and equipment relocation/installation using LEAN concepts
- Direct and ensure regulatory compliance with local, state, and federal agencies as they relate to a customer's production process such as but not limited to OSHA, EPA, Wastewater, Air Pollution Permit, SWPP, SPCC, Tier II, Hazardous Waste, Form R reporting and internal and external audits
- Technical resource for construction projects

11/2018 – 4/2019

REGIONAL EHS MANAGER- EMERGENCY HOME REPAIRS VIRGIN ISLANDS, AECOM

- Manage EHS representatives in St. Croix, St. John, and St. Thomas
- Implement policies and procedures to assure awareness of compliance with health and safety requirements
- Provide technical leadership and guidance to ensure regulatory standards are enforced
- Coordinate audits of health and safety program
- Ensure contractors and sub-contractors are complying with federal and local safety and health regulations on jobsites
- Provide pre-job safety and health expertise to contractors
- Lead incident investigation and oversee corrective/preventive action plan
- Collect, monitor, analyze and evaluate KPIs which measure performance of EHS across the organization and provide support for continuous improvement to local site leadership
- Development of corrective actions and preventative action plans (CAPAs) for locations

6/2018 – 11/2018

EHS MANAGER- VIRGIN ISLAND DEPARTMENT OF EDUCATION PROJECT, AECOM

- Manage EHS representatives and EHS sub-contractors in St. Croix
- Implement AECOM safety and health plan
- Conduct site safety and health orientation
- Collect, monitor, analyze and evaluate leading and lagging metrics that measure performance of EHS across the organization and provide support for continuous improvement to local site management
- Review daily safety audits for weekly project safety statistics and EHS compliance
- Develop and implement training for key safety initiatives- Fall Protection, Lock Out Tag Out, Safety Devices and Guarding, Electrical Work/Arc Flash, Confined Space Entry, and Seat Belt/Restraints
- Provide pre-job safety and health expertise to contractors such topics as LOTO and confined space entry
- Ensure contractors and sub-contractors are complying with federal and local safety and health regulations on jobsites
- Provide technical IH support and recommendations on Welding Fumes, Silica Standard, Asbestos Abatement, and Mold Remediation
- Provide technical expertise on chemical use
- Championed implementation of “I Care” program with emphasis on worker safety
- Lead incident investigation and oversee corrective/preventive action plan
- Lead interactions with OSHA pertaining to safety incidents

5/2010 – 1/2018

INDUSTRIAL HYGIENIST/SAFETY MANAGER, PHILLIPS66 WOOD RIVER REFINERY

- Established annual Industrial Hygiene sampling plan, including the prioritization of specific chemicals/ substances for quantitative exposure assessments, implementation of the plan, and development of a database to house analysis data.
- Implemented management system for entry and removal of employees into medical surveillance programs, based on qualitative and quantitative exposure assessments
- Lead administrator on the creation of P66 web based SDS system and Hazard Communication Global Harmonization Standards
- Manage site new chemical approval requests and webSDS
- Site Radiation Safety Officer managing 47 sources
- Coordinate and supervise facility hearing conservation program and annual audiometric testing
- Lead in the assessment and provided direct technical assistance to employees and management on Industrial Hygiene policies and procedures
- Develop, implement, execute, and manage strategies to prevent workplace chemical and physical exposure incidents

EDUCATION

5/2005

MSPH, TULANE SCHOOL OF PUBLIC HEALTH AND TROPICAL MEDICINE

- Master of Science in Public Health
- Concentration in Industrial Hygiene
- Concentration in Risk Assessment and Toxicology

5/2003

BS, XAVIER UNIVERSITY OF LOSUISIANA

- BS., Chemistry
- Minor in Biology

SKILLS

OSHA 40Hr, OSHA 30 Hr, Certified
Occupational Hearing Conservationist,
Radiation Safety Officer, CPR

ACTIVITIES

American Industrial Hygiene Association 2003- Present, TRU Foundation board member 2018- Present, Xavier University of Louisiana Alumni Association board member 2018-Present

Paris Woods, Ed.D.

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linkedin.com/in/pariswoods

Summary

- **Education leader:** 15+ years of experience with high school, college, and nonprofit programs in public and private school settings. Led presentations, trainings, and workshops nationally and teach education leadership at Tulane University spanning governance, finance, and leadership at the school, district, and state levels.
- **Entrepreneur:** Founded and directed college success non-profit. Raised $1 million and increased college persistence by double digits. Selected for several accelerator programs (4.0 Schools, Propeller) and competitive fellowships (Pahara NextGen, Education Pioneers). 1st place finish in 2015 PitchNOLA Education competition. Founder of Freedom Unlimited LLC, which includes a bestselling publication and accelerator program.
- **Doctor of Education**: Researched the impact of work-based learning internships on African American youth in New Orleans. Earned doctorate in education in Higher Education Leadership at the University of Texas at Austin.

Experience

Founder & President, Freedom Unlimited LLC, 2021—Present

- Published *The Black Girl's Guide to Financial Freedom*, a book dedicated to leveling the financial literacy playing field and enable girls and women of color to experience agency, choice, and impact in their lives
    - Sold 30,000+ copies to date in ebook, paperback, and audiobook formats
    - Achieved bestseller status in multiple categories on Amazon for several consecutive months
    - Endorsed by multiple leading financial experts, including New York Times Bestselling Author Lynnette Khalfani-Cox, CFP Ryan Frailich, podcaster Paula Pant, Kiersten Saunders, and others
    - Featured in numerous publications including Essence Magazine, CNN, Black Enterprise, and more
- Founded Financial Freedom Accelerator, a group coaching program designed to help professional women of color master their finances and experience the lives of financial freedom that they deserve
- Serves as the wealth advisor for The Highland Project, an investment fund dedicated to the advancement and legacy of Black women in positions of leadership and impact nationwide

Chief of Programs, YouthForce NOLA, New Orleans, LA, 2021—2023

- Led 30-person programs team to execute on YouthForce NOLA's mission as an education, business, and civic collaborative to prepare New Orleans public school students for high-wage, high-growth career pathways and facilitate systems change to ensure equitable outcomes
    - Directly managed Director of Learning Design, Director of School Support, Director of Training Provider Partnerships, Director of Internships, Federal Grants Project Manager, and Programs Team Coordinator
- Oversaw $3 million budget, including allocation of nearly $2 million annually in federal and philanthropic grant dollars to school and training provider partners to increase student access to soft skills training and industry-based credentials
    - Ensured compliance with federal grant processes, equitable application and selection processes for grantees, and data and accountability structures for student outcomes
- Oversaw the YFI paid summer internship program serving 150+ New Orleans public school students at over 60 employer partner placements, including 60 hours of workforce training and 90 hours of internship experience

Managing Director, Harris County Promise, Good Reason Houston, Houston, TX, 2019—2021

- Established the vision, goals, and program strategies for the Harris County Promise pilot, a partnership between PK-12 organizations and higher education institutions to increase regional credential and degree attainment
- Launched pilot in January 2020 serving 4,000 seniors while simultaneously hiring and onboarding my team
    - Directly managed team of 4 project managers responsible for leading college access, data, and college success teams across 10 institutions, deep-dive data analyses for 3 districts, and regional FAFSA coalition
    - Built organizational systems and a cohesive and trusting team culture in newly remote work environment
- Negotiated partnerships with 3 community college systems, ensuring consistent programming for the duration of the pilot despite significant pandemic-fueled financial constraints

- Drove evidence-based continuous improvement, resulting in 97% Promise pledge completion and increased college enrollment across *all* pilot high schools despite near-universal enrollment declines due to the pandemic
- Led strategic planning process using liberatory design to establish Good Reason Houston's high school support strategy following the Harris County Promise pilot

Co-Founder and Executive Director, College Beyond, New Orleans, LA, 2015—2019

- Co-founded and directed nonprofit to help low-income New Orleans youth enroll and succeed in college
  - Built and managed 9-person board of directors, 6-person staff, and $400k operating budget
  - Secured over $1 million in funding, and paid contracts with 5 high schools and 2 universities
- Managed data-informed program development & unprecedented increases in first-year college retention
  - 26-point increase at the University of New Orleans, 33-point increase at Loyola University New Orleans
- Secured competitive opportunities to establish College Beyond's brand and credibility
  - 4.0 Schools Launch incubator 11th cohort, 1st place in Propeller PitchNOLA Education competition, Propeller's Startup and Growth Accelerators, EdLOC Boulder Fund (http://bit.ly/2He6F7T)
- Recognized for excellence in organizational leadership and program outcomes, incl. The Gambit's 40 Under 40 (2016), Millennial Award Recipient in Education (2017), and Tulane University's Hometown Hero Award (2018)

Director of Alumni Support, Cohen College Prep High School, New Orleans, LA, 2013—2016

- Created and directed high school's first alumni support program to help students enroll and succeed in college
  - Produced #1 college enrollment rate of any open-enrollment public school citywide
  - Ensured 100% FAFSA completion vs. 42% districtwide and 49% nationwide
- Published *In Our Own Voices: College Essays by New Orleans Youth* through a successfully funded Kickstarter
  - Campaign selected as a Kickstarter "Staff Pick" and raised 135% of funding target

Program Associate, QuestBridge Scholars Program, Palo Alto, CA, 2012—2013

- Evaluated applications and provided guidance to 10,000+ applicants for QuestBridge programming

Education Pioneers Fellow, The Broad Center for the Management of School Systems, Oakland, CA, Summer 2012

- Streamlined Salesforce use across cities, collected data on 20+ potential district partners, conducted research to create professional development materials for 250+ executive level leaders of public school districts

Admissions and Financial Aid Officer, Harvard College, Cambridge, MA, 2010—2012

- Evaluated applications and selected admits as full voting member of the Harvard College Admissions Committee
- Analyzed family finances, provided comprehensive financial advising to 4,000 students and families

Admissions Officer, Phillips Exeter Academy, Exeter, NH, 2008—2010

- Served on selection committee for highly selective 9th grade admissions
- Increased awareness and access for underrepresented students, giving presentations to students and families at 60+ public schools and nonprofits across 8 states about boarding school and college readiness
  - Increased enrollment from region by 92% and initiated annual reporting process

Admissions Intern, Phillips Exeter Academy, Exeter, NH, 2006—2007 (institution's first admissions intern)

COMMUNITY & LEADERSHIP

- Board Chair, Believe STL Academy, 2023–Present
- Board Member, College Beyond, 2023–Present
- Board Member, 4.0 Schools, 2021–Present
- 4.0 Angel Syndicate, participant, fireside chat moderator, 2020—2021
- Boulder Fund Grant Selection Committee, 2019—Present
- Education Leaders of Color (EdLoC), Member, 2016—Present
- Entrepreneur coach and advisor, coach-in-residence, 4.0 Schools, 2015—2019
- Pahara NextGen Leadership Fellow, Fall 2018 Cohort
- Louisiana State Financial Aid Working Group, 2016—2018

RECENT HONORS, AWARDS, & FEATURES

- Young Leadership Council Role Model (2018)
- Tulane University Hometown Hero Honoree (2018)
- St. Charles Avenue Magazine (September 2017 issue, pg. 64)
- Millennial Award Recipient in Education (2017)
- Alliance for Diversity and Excellence, Innovation Award Recipient (2017)
- The Gambit's 40 Under 40 (2016)
- Education Pioneers National Blog: 2-part feature (2016)
- PitchNOLA Education, Tied for 1st Place (2015)
- Interview Features: Andre Perry-Free College (2017), WDSU Morning Edition (2015), WWNO NPR (2015)

EDUCATION

- **Doctor of Education,** Higher Education Leadership, *The University of Texas at Austin* (2022)
- **Master of Education,** Education Policy & Management, *Harvard Graduate School of Education* (2008)
- **Bachelor of Arts,** African & African American Studies, *Harvard College* (2006)

HAYLEY MORGAN

haycmorgan@gmail.com • 224-565-4075 • 4651 Varrelmann Ave, St. Louis, MO, 63116

EDUCATION

Graduation May 2020
Johns Hopkins University
School of Education
Master of Science in Secondary Education

Completion May 2020
Relay Graduate School of Education
Graduate School School of Education
Special Education Leadership Academy

Completion May 2016
University of Colorado - Denver
School of Education
Aspire Teacher License Program

Graduation with Distinction December 2014
University of Minnesota
College of Education and Human Development
Bachelor of Science in Family Social Science
Minor: African and African American Studies

EXPERIENCE

February 2022 to Present
Manager, Business Development and Fundraising
TNTP - New York, NY
- Support the Fundraising team's knowledge management activities (e.g., codifying and documenting grants and donation management processes, maintaining resources, capturing best practices, etc.).
- Build capacity across the organization by creating new and contributing to existing resources, designing and facilitating trainings, coaching leaders in educational best practices, curating prospect research, and sharing knowledge.
- Provide strategic guidance on the grant process in order to increase philanthropic and fee-for-service funding aligned to organizational priorities.
- Support the timely submission of grant and business proposals, including the development of supplementary materials, through strong project management.
- Forecast and manage all grant reporting processes, timelines, and information-gathering efforts by working closely with internal staff across the organization at all levels (including staff members on the Consulting and Finance teams) to deliver high-quality grant documents.

July 2020 to February 2022
Manager, Special Education
KIPP St. Louis - St. Louis, MO
- Oversaw procedures, placement, evaluations, assignments, and re-evaluation of students in special education to comply with state and federal requirements.
- Developed and managed specialized instructional models across the district in order to provide all students with high quality instruction and social-emotional supports.
- Ensured the special education process and programming complied with IDEA, the state of Missouri and district education policies.
- Oversaw and managed the special education information system data to ensure that staff and student records, timelines, and IEP data are in compliance with IDEA, the state of Missouri and the district special education policies
- Designed and provided professional development to staff in order to ensure students with special education needs are receiving proper supports.

July 2019 to June 2020
Assistant School Leader
KIPP St. Louis - St. Louis, MO
- Coached and supported a caseload of 8 teachers on instructional and behavioral strategies for special education, high school English and math.
- Oversaw and supported the Special Education Department to meet compliance deadlines and write standards-based Individualized Education Plans (IEPs).
- Designed, led, and implemented professional development around school-wide systems, routines, instructional strategies, and expectations.
- Developed own and teachers' knowledge of best practices around instruction in order to ensure student mastery.

June 2017 to June 2019
Founding Special Education Coordinator and Teacher
KIPP St. Louis - St. Louis, MO
- Oversaw and managed the Special Education Department by providing instructional coaching for 9th and 10th English Language Arts and Mathematics to both special education and general education teachers.
- Supervised compliance for the Special Education Department seeing 99% compliance with the state of Missouri by providing feedback and training to case managers on IEPs and 504s for 60+ plans annually accounting for 32% of the student population.
- Managed a caseload of 15 students and monitored growth on individualized goals as well as providing academic, social-emotional, and behavioral support often times seeing 2+ years of growth each year.
- Designed and implemented literacy curriculum to 9th and 10th grade students demonstrating weaknesses in reading, and writing.

July 2015 to June 2017
Special Education Teacher and Department Lead
STRIVE Prep Excel - Denver, CO
- Designed and implemented curriculum for Math Intervention, Algebra 1, Geometry, and Algebra II aligned to Common Core Standards.
- Participated in a co-teaching model to increase student success and inclusion.
- Supported and organized the Special Education Department with communication, scheduling, coaching, and professional development opportunities.

September 2013 to June 2015
Transfer Admissions Counselor
College of Education and Human Development, University of Minnesota - Minneapolis, MN
- Advised students on the transfer process through one-on- one student appointments and transcript reviews.
- Processed hundreds of applications using PeopleSoft, APLUS, CRES, and other programming with consistency.
- Co-created the student out-reach program which resulted in an increase in enrollment to the college.
- Assisted in the transfer decision process for over 400 applications per semester.

JAMILA BOONE

https://www.linkedin.com/in/jamila-boone-mba/ ▪ Saint Louis, MO 63108 ▪ jamilaboonesells@gmail.com ▪ 314.954.9711

SALES / MARKETING PROFESSIONAL

Dedicated and results driven leader with proven success in high-volume, fast paced operations. Consistently high-performing sales professional with significant progressive experience in business-to-business sales. A solid background in nutrition, health and wellness, and event industries. A strong knowledge of marketing / merchandising / account management. Proficient in Microsoft Office Suite, RW3, Salesforce and Clover POS Systems.

EXPERIENCE

Scene Event Space, St. Louis, MO

Owner **2021-Current**

- Manage administrative logistics of events planning, including venue tours, contract signing, fee collection, and promotions
- Develop and implement brand marketing strategies and campaigns, SEO, and social media platforms
- Maintain vendor relationships/referrals and coordination
- Fulfill contractual obligations while providing high quality customer service
- Manage staff, scheduling and payroll
- Keep licenses, financial records, statements and budgets maintained

ImpactLife

Territory Manager, Earth City, MO **2019-2023**

- Increased territory development and brand awareness throughout the region
- Exceeded/Met new business acquisition goals and objectives
- Assisted with the development, market research, promotional & educational materials, and community implementation of the Red 4 Life Program (Sickle Cell Awareness/Educational Program for multi-cultural donors)
- Lead speaking engagements to prospective organizations, businesses, schools, and University host groups
- Diversity, Equity & Inclusion Committee Member – encouraged the cultural and ethical environment of the organization to grow towards a better understanding of inclusivity and successful assessment

The Corner Street Food, Saint Louis, MO

Restaurant Owner/Operations Manager **2018- 2019**

Facilitated the start-up of a new fast casual establishment. Lead restaurant conceptually through the development phase; creating menus, design and overall branding strategy. Managed daily business and financial operations. Controlled food, beverage and labor costs.

- Set ongoing weekly/monthly goals and forecasting as related to sales and purchasing with attention to budget guidelines
- Generated profit/loss reports; Income Statement, Balance Sheet and Cash Flow Statements
- Negotiated with suppliers and vendors for product/inventory needs
- Created innovative marketing and advertising campaigns in various electronic and print media outlets to engage the restaurant's promotional offers and increase brand awareness
- Employed/led/trained 12 efficient, high-energy and professional staff members
- Monitored BOH for food quality, presentation and consistent sanitation practices
- Directed scheduling and payroll administration for 12 employees
- Petitioned and awarded City/State Full Drink Liquor License
- Created, negotiated, and executed contracts for venue rental
- Organized and arranged large party and catering needs/private events
- Hosted corporate functions, non-profit events, and community outreach programs

Nestlé USA, Saint Louis, MO

Retail Sales Representative **2007 – 2018**

Oversaw 60 major retail accounts, generating over 30M in annual revenue and over 17,000 products. Developed, managed and maintained relationships with key decision makers, with accountability for applying consultative sales strategies to increase sales. Trained new hires / interns / merchandising specialists. Team-oriented professional, eager and willing to lead and work collaboratively with colleagues to successfully achieve goals and expectations.

- Delivered volume & profit plan for large format accounts through strategic customer specific planning for the following customers; Wal-Mart, Target, Dierbergs, Schnucks, Shop N Save, and AWG
- Implemented specific plan-o-grams for execution of promotional strategies, innovation, and gap closures
- Created and presented fact base selling presentations tailored to the customers
- Recognized and corrected customer issues and discrepancies, as well as discovered opportunities, identified customer needs and priorities through minimum required sell calls at retail and corporate level
- Worked with and organized a Wal-Mart and Humane Society collaboration for a Yearly Pet Adoption and Purina Pet Food Donation Program. Over 30 adopted pets and 900 incremental units of pet food sold
- Utilized data reports to prioritize account calls, driving over 30% in incremental sales volume
- Led execution of National Account Merchandising Program at Nestle Purina to achieve category leadership
- Worked with Category Development Account Manager for Nestle Sales Division to examine potential incremental sales opportunities in the Frozen Category- was able to reintroduce loss sku's and present new items that resulted in 25 additional items approved and added back into the planogram; Masters Ranking

- Supervised, trained and coached dedicated merchandisers on daily/weekly/monthly planning and execution
- Conducted quarterly Wal-Mart customer review with store management to give updates on plans and goals achieved
- Gained dual placement on NUSA items by mid-year for a total of $5,000+ incremental sales per week
- Worked with NUSA Account Manager to create Lean Cuisine (Jan/Lean) Promotion/Ad Program
- Ambassador for International Globe Group at Retail level
- Achieved outstanding Central Division Rankings accomplishing 105%+ over goal for 10 consecutive years

EDUCATION

Master of Business Administration
Fontbonne University, Saint Louis, MO 2009

Bachelor of Science - Business Administration
Florida A&M University, Tallahassee FL 2003

TIARA SHEREE JORDAN
5501 Delmar Blvd. St.Louis, MO 63112
(810) 845-5593 Tjordan@activatestl.org

OBJECTIVE: To obtain an administrative role that will utilize my abilities in communication, collaboration, curriculum and instruction, and supportive leadership which will result in a positive learning environment, ensuring the involvement and success of all staff and students.

ACADEMIC SUMMARY:

Post-Masters Certificate- Leading Diversity, Equity, and Inclusion- Northwestern University, Evanston, Illinois- **May 2021**

Post-Masters Certificate- Leading and Developing Effective Teams - Washington University, St.Louis, Missouri - **May 2019**

Master of Arts in Educational Psychology- December 2013 Eastern Michigan University, Ypsilanti, Michigan **GPA 3.9/4.0**
Concentration: The Developing Learner

Bachelor of Science in Special Education- March 2008 Ohio University, Athens, Ohio **GPA 3.4/4.0**
Concentration: Mild to Moderate Disabilities

CERTIFICATIONS:

Illinois Type 10- Special Education teaching certificate (LBS 1)

Ohio- Professional Teaching License 5 Year

Ohio- Alternative Administrative Principal License

EXPERIENCE:

The Opportunity Trust - December 2022- Present

- **Founding CEO - Activate STL**

Design and create success milestones for the incubation period of the organization. Source, interview, hire, and onboard a founding team of family organizers and operations staff. Through community listening tours in schools, develop key programming to educate, uplift and build community in pursuit of equitable school options in St.Louis. Develop strong community partnerships aligned with our mission and vision. Identify and recruit a mission-aligned board of governance. Develop an operating budget and identify key grants and other funding sources to ensure the organization's fiscal health.

Intrinsic Charter Schools, Downtown Campus - June 2019- December 2022

- **Founding Principal**

Design the school's academic, instructional, and cultural model. Recruit and select faculty, students, and a leadership team grounded in Intrinsic's mission and EPIC (Empathy, Perseverance, Identity, and Curiosity) core values. Build strong family and community partnerships, and manage effective teams to drive results in service of the school's mission and vision. As the school leader, I'm responsible for achieving outstanding student outcomes through collaboratively developing and implementing a shared vision for excellence in teaching, learning, and relationship building. I'm also responsible for ensuring adults are supported in their growth as educators and overall human beings.

North Lawndale College Prep High School Jan 2017- June 2019

- **Principal / Director of Student Life**

Create and execute the vision needed to create a progressive, dynamic, and student-centered learning community, grounded in a culture of a growth mindset. -Recruit, supervise, support, and evaluate instructional staff - Connect the school community with the larger educational community. - Plan professional development including summer institute. - Develop, implement and manage the school's academic program in a manner consistent with the school's vision. - Guide the development, consistent implementation, and continuous revision of a high-quality rigorous standards-based academic curriculum. - Support teachers in using student achievement data to reflect on teaching practices and make formal and informal decisions about instruction. Assume responsibility for evaluating student learning: supervise the collection and analysis of multiple sources of data and employ the results to continually improve learning and engagement among all students - Implement and maintain high standards for student character, with an emphasis on developing self-regulation, intrinsic, motivation, and student -engaged learning.

Entrepreneurship Prep School (A campus of Breakthrough Charter Schools) July 2014- June 2017

- **Principal** -

Observe, supervise, and evaluate teachers and staff to further the school's vision of excellence. -Assist with curriculum development instructional strategies and lesson planning and oversee classroom activities creating an environment that is conducive to learning. -Facilitate professional development experiences for faculty to support excellence throughout the school. -Create and maintain lasting meaningful partnerships with community education institutions ranging from private to non-profit. -Supervise daily operations of the school and address areas of improvement. -Promoted professional development experiences for faculty to further the school's vision of excellence. -Assisted with daily school operations including staff member coverage scheduling daily attendance and building maintenance

- **Director of Curriculum and Instruction**

Lead school and individual professional development for teaching staff of 26. Facilitate and engage in formative and summative evaluations for all teachers; OTES-certified. Collaborate with teachers and administration on school-wide teaching and learning initiatives. Communicate with outside organizations and families about student learning.

Noble Network of Charter Schools- Aug 2008- July 2014

- **Founding Dean of Discipline**

Coached teachers on school culture and culture within the classroom. -Created and supervised all school systems and routines. -Enforced the SCC (Student Code of Conduct for Noble Street Charter Schools) -Created improvement plans for struggling students and staff in regard to school culture. -Worked with parents and advisors collaboratively to find the best solutions for students.

- **Special Education Founding Case Manager /Teacher**

Developed quality IEPs, in addition to facilitating all IEP-required meetings. - Monitored SPED students' progress through constant grade checks and parent meetings. - Co-teaching(Algebra/Non-fiction Reading/Literature) / Reading Resource room teacher - Collaborating with general education teachers to modify and accommodate assignments. - Creating creative lessons to reach a diverse group of learning styles.

- **General Education Teacher- American Literature (11th grade) Multicultural Literature (9th grade)**

Grade Level Lead (11th grade) - Developed and implemented daily lesson plans for 9th and 11th grade literature. - Administered testing in addition to tracking and analyzing class performance. - Developed excellent rapport with students while fostering a classroom environment conducive to learning and promoting excellent student engagement.

- **Advisor**

Mentored 20 young women helping them set academic goals and prepare for college. - Monitored their community service hours, as well as got them involved with internships and college field trips. - Tracked demerits and behavioral concerns while staying in constant contact with parents and teachers.

- **ELL (English Language Learner) Coordinator**

Identified students whose primary language was not English. - Tested students using the WAPT and ACCESS tests to determine proficiency levels. - Acquired appropriate assistive technology to assist ELL children to be successful in the general education setting.

- **Coach- Cheerleading**

Co-Established the Cheerleading program (Gary Comer College Prep/Muchin College Prep) - Organized and executed school spirit week, pep rallies, and fundraising events.

ORGANIZATIONS/INVOLVEMENT

Education Leaders of Color - Member
Focus St.Louis - 2022 Emerging Leader
Surge Institute - 2022 Fellow
Innovate Public Schools - COTP Graduate
Ohio University Track and Field Team- Sprinter
Kappa Delta PI – International Teaching Fraternity -Social Committee
Alpha Kappa Alpha Sorority Inc. - Financial Secretary, Sergeant at Arms
National Pan Hellenic Council- Secretary
Order of Omega- Honors society for Greeks
SACC-Student-Athlete Advisory Committee
Sigma Alpha Lambda- Honors Fraternity
Student Council for Exceptional Children

REFERENCES

Jamilah Nasheed
Former State Senator (MO)
Ignite Strategic Consulting
ignitesconsultant@gmail.com
Relationship- Current Partnership

John McBride
Model Education Leader
The Prep Schools Cleveland, OH
Jmcbride@theprepschools.org
Relationship: Former Supervisor

Tanesia Simmons
Partner
The Opportunity Trust
Tsimmons@theopportunitytrust.org
Relationship: Former Supervisor

Kimberly Neal
CEO + Founder
Believe Charter Schools Indianapolis, IN
kneal80@gmail.com
Relationship: Mentor/ Formal Principal+Supervisor

Jawn A. Manning, MS

216 Hendricks Pl Indianapolis, IN. 46201
jmanning@believeschools.org◆618.509.2341◆

Experience

Dean of Student Services
BELIEVE Circle City High School
July 2020 - Present

- Responsible for overall direction and supervision of scheduling, records and registration
- Coordinates early college and early career services
- Supervises student services for special populations including special education scholars, english language learners, and gifted and talented scholars
- Advises the executive director and principal in developing and interpreting data relating to student services to ensure programs correlate with community needs
- Provides staff with appropriate professional development and in-service training

Science Teacher
ReNEW Accelerated High School
January 2018 - June 2020

- Developed and implemented standards based lessons plans for high school biology and anatomy and physiology
- Collaborated with the science curriculum team to create lessons and assessments that best assessed our particular student population
- Provided constructive feedback to other teachers to increase our practice
- Created customized pathways to graduation through the process of scheduling and crafting individualized learning plans
- Supported students inside and outside of the classroom as an advisor

Innovation Associate
Georgetown University School of Medicine
June 2017 - August 2017

- Developed, supported, advanced community outreach and pipeline programs within the District of Columbia, middle schools, high schools to scope out talent pipeline partnerships.
- Launched an exciting social media campaign to build an incredible community on social media spotlighting students and diversity and inclusion work at the School of Medicine.
- Helped build a supportive community on campus that connected students, faculty and staff and featured diverse populations

Education

2013 - 2017
Bachelor of Arts, Major in History, Minor in Biology & Chemistry
Xavier University of Louisiana
GPA: 3.32

2017 - 2018
Master of Science, Medical Genetics and Genomics
Tulane University
GPA: 3.59

Honors

Cum Laude
Xavier University of Louisiana
Gilbert Faustina Award for Exceptional Leadership & Organizing Ability
Xavier University of Louisiana
Support Staff of the Quarter June 2018
ReNEW Accelerated High School
Teacher of the Quarter October 2018
ReNEW Accelerated High School
Teacher of the Quarter March 2019
ReNEW Accelerated High School

Activities

Marian University SPED Prep
August 2020-Present
Student Advisory Board
Advisor
2018-2020
Sigma Gamma Rho Sorority, Inc.
Vice President, Advisor, Member
2014 - 2020
Minority Association of Pre-Health Students
Member, Advisor
2013 -2019

Skills

Leadership
Communication
Organization
Unconscious Bias Training
Cultural Competency Training
Visual Presentations
Differentiation
Class Room Management
Scheduling
Data Management

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

E D U C A T I O N

MEDIA & PUBLIC AFFAIRS Indiana University - INDIANAPOLIS

2015-2018

Dean's List - High Honors

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.

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 **July 2018-Present**
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 **July 2015-July 2018**
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 **July 2006-May 2008**
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 **Aug. 2005-May 2006**
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 **Aug. 2004-June 2005**
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 **June 2002-June 2004**
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

B.4.2 SLPS Pay Scale

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

REGIONAL
BUSINESS
COUNCIL

May 10, 2023

Missouri Charter Public School Commission
20 South Sarah Street
St. Louis, MO 63108

Dear Missouri Charter Public School Commission,

The Regional Business Council strongly believes that our students need exposure to a variety of career paths in order to be successful in life. That is why several years ago RBC founded STL.works. STL.works is always seeking partnerships with local high schools to connect students to education and training opportunities that prepare them for skilled careers.

STL.works understands that a national program of excellence, BELIEVE STL Academy is seeking to come to St. Louis to use this model. If approved and successful we are interested in identifying possible partnerships for students to earn industry-recognized certifications, pre-apprenticeships, apprenticeships, dual credit opportunities, and other workforce preparation program through the wide range of pathway opportunities available in the region.

We are interested in the possibility of collaborating with BELIEVE STL Academy to help create a prepared and highly skilled workforce ready to meet the needs of the St. Louis region.

Sincerely,

Kathy Osborn
President and CEO
The Regional Business Council

7701 FORSYTH BLVD.
SUITE 205
SAINT LOUIS,
MISSOURI 63105

tel 314.225.2100
fax 314.225.2109

WWW.STLRBC.ORG

May 7, 2023

Dear Missouri Charter Public School Commission:

I am writing this letter to express UNCF's support of the Charter School Application for BELIEVE STL Academy. We have seen in our collaborations with the leadership from BELIEVE that the values and beliefs we share about the potential of all students and the Believe's team proven ability to support students success can be a great asset to the children and families of St. Louis.

We look forward to growing our partnership with BELIEVE and to work with them to develop further partnership. 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 UNCF is committed to the partnership with BELIEVE.

We look forward to the possibility of collaborating with BELIEVE STL Academy to help create a knowledgeable and highly skilled workforce ready to meet the needs of the St. Louis region.

Sincerely,

Sekou Biddle
Vice President, Advocacy and Programs
UNCF

KWAME

1204 WASHINGTON AVE.

SUITE 200

ST. LOUIS, MO 63103

PH 314.862.5344

FAX 314.862.1855

WWW.KWAMEBUILDINGGROUP.COM

Letter of Support: BELIEVE STL Academy | BELIEVE Schools, Inc
For Charter Application with the Missouri Charter Public School Commission

May 9th, 2023

Dear Missouri Charter Public School Commission,

On behalf of Kwame Building Group, we are writing this letter in support of the Charter School Application for BELIEVE STL Academy. We are in full support of 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 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,

Anthony Thompson
C.E.O/President
Kwame Building Group, Inc.

ATLANTA
DALLAS
SEATTLE
ST. LOUIS

Letter of Support: BELIEVE STL Academy | BELIEVE Schools,Inc

For Charter Application with the Missouri Charter Public School Commission

April 17th, 2023

Dear Missouri Charter Public School Commission,

On behalf of Next Prep, we are writing this letter to express the need for a school model that will prepare students for success-ready lives. Next Prep leverages four pillars to ensure that students graduate with concrete postsecondary steps: self-discovery, career exploration, work-based learning, and professional skills development. In 9th grade, students build self-awareness and explore five major career clusters with the goal of selecting 2-3 pathways to research and experience in depth in 10th grade. In 10th grade, students build professional skills through simulations and research their selected career pathways, narrowing their focus to a single pathway to explore further in junior and senior years. In 11th and 12th grades, students take classes aligned to their pathway and participate in work-based learning experiences like job shadowing and internships to get a hands-on feel for their selected pathway. Students in certain pathways take all of their courses during the Spring semester of senior year at St. Louis Community College where they earn a credential or certificate in their field of study. We are excited to partner with BELIEVE STL to provide such robust postsecondary preparation to ensure that students graduate able to lead self-sufficient, choice-filled lives.

Sincerely,

Riley Foster
Program Director
Next Prep

St. Louis Internship Program
9200 West Florissant Avenue
St. Louis, MO 63136
314-371-7547
slip@bgcstl.org
www.bgcstl.org/slip

Workforce Development Team
Shanise Johnson, *Executive Director*
Christopher LaGrone, *Workforce Developer*
Lisa Brunts, *Workforce Employer Recruiter*
Ronald Orick, *PT Workforce Developer*

May 8, 2023

Dear Missouri Charter Public School Commission,

On behalf of the St. Louis Internship Program (SLIP), now part of the Boys & Girls Clubs of Greater St. Louis (BGCSTL), I would like to extend my support for BELIEVE STL Academy. Our mission is to inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible and caring citizens. SLIP is a year-round college and career success program for high school students that provides them with intensive employability skills training, a paid 8-week internship, and college access activities.

SLIP strategically collaborates with corporate, nonprofit, and educational institutions to increase our region's diverse talent pipeline. We identify synergistic opportunities that will assist us with increasing the number of paid summer internships, industry recognized credentials, part-time jobs, apprenticeships, and dual enrollment opportunities for college credit and/or certifications. We look forward, should the application receive approval, to assisting BELIEVE STL Academy with furthering its mission and supporting in the space of workforce and youth development.

SLIP's expertise and cooperative resources throughout the region, along with BELIEVE STL Academy's academic standards and effective education model, will strengthen the St. Louis region's ability to address community needs by providing programs and services to some of the most under-resourced and vulnerable populations across the St. Louis region. SLIP's services, along with our current and future partners, will continue to strengthen the economy and address demands for a future and more capable workforce.

Thank you for the opportunity to share our support for this application. If I can provide any more information, please do not hesitate to contact me at shanise@bgcstl.org.

Sincerely,

Shanise Johnson, Executive Director
St. Louis Internship Program, a program of BGCSTL

Momentum Academy

Letter of Support: BELIEVE STL Academy | BELIEVE Schools, Inc

For Charter Application with the Missouri Charter Public School Commission

May 4th, 2023

Dear Missouri Charter Public School Commission,

On behalf of Momentum Academy, we are writing this letter in support of the Charter School Application for BELIEVE STL Academy. We are in full support of 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 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.

Respectfully,

Dr. Miranda Ming
Executive Director
Momentum Academy

Letter of Support: BELIEVE STL Academy | BELIEVE Schools, Inc

For Charter Application with the Missouri Charter Public School Commission

May 4th, 2023

Dear Missouri Charter Public School Commission,

On behalf of Andy's Seasoning, Inc., we are writing this letter in support of the Charter School Application for BELIEVE STL Academy. We are in full support of 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 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,

Larry W. Lee

Larry W. Lee
President/CEO
Andy's Seasoning, Inc.

St. Louis Community College
EXPANDING MINDS • CHANGING LIVES

FLORISSANT VALLEY
3400 Pershall Road • St. Louis, MO 63135-1408
314-513-4200 • www.stlcc.edu

May 4, 2023

Dear Missouri Charter Public School Commission,

At St. Louis Community College, we are always seeking partnerships with local high schools to provide dual credit and dual enrollment opportunities to students in the region. St. Louis Community College would be interested in partnering with BELIEVE STL Academy, if approved, to identify possible partnerships for students to earn college credits through dual enrollment, dual credit, and our broad range of workforce preparation programs.

Because of our similar mission, we look forward to the possibility of collaborating with BELIEVE STL Academy to help create a prepared and highly skilled workforce ready to meet the needs of the St. Louis region.

Sincerely,

Elizabeth Gassel Perkins, Ed.D.
Campus President and Chief Academic Officer
St. Louis Community College-Florissant Valley

April 27th, 2023

Dear Missouri Charter Public School Commission,

BJC Healthcare (BJC School Outreach and Youth Development) has a long history of strong partnerships with area high schools and community partners to expose students to careers in the health sciences and to address the talent pipeline crisis threatening our healthcare workforce needs.

BJC HealthCare (School Outreach and Youth Development) will partner with BELIEVE STL Academy, if approved to open, to determine appropriate opportunities for students to explore careers in the healthcare field. We have a strong history of partnering with schools to advise and assist with industry-based certifications.

Because of our similar mission, we look forward to collaborating with BELIEVE STL Academy to help create a prepared and highly skilled workforce, ready to meet the needs of St. Louis City.

Sincerely,

Jennifer Irvin

Jennifer Irvin, MHSA
School-Community Health Education Partner
BJC School Outreach and Youth Development
4590 Children's Place, Suite 6401
Mailstop: 90-29-927
St. Louis, MO 63110
Phone: 314.286.0473
Fax: 314.273.2019

PATHWAYS UNITED

April 3, 2023

Dear Missouri Charter Public School Commission,

On behalf of Pathways United, we are writing this letter to express our full support for the Charter School Application for BELIEVE STL Academy. We believe that BELIEVE would be a great addition to the St. Louis educational landscape and we are excited about the prospect of their presence in our community.

BELIEVE is committed to creating a safe, rigorous, and supportive space for their staff and scholars. Their highly skilled teaching staff and culturally diverse curriculum are just some of the reasons why we are committed to partnering with BELIEVE. We believe that their vision aligns with ours in ensuring that all students have access to high-quality education that prepares them for success.

We believe that BELIEVE is the type of High School that parents in St. Louis are yearning for. A school that sees 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 that the highest level of programming is brought 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.

Thank you for considering our support of BELIEVE STL Academy's Charter School Application. We look forward to seeing the positive impact that BELIEVE will have on our community.

Sincerely,

Dr. Alice Prince
CEO and President
Pathways United

BARNES-JEWISH College
Goldfarb School of Nursing

April 29, 2023

Jawn Manning
Believe High School
2540 North Capitol Avenue
Indianapolis, IN 46208

RE: Letter of Support for Believe High School St. Louis

Dear Ms. Manning,

Dr. Terri Morris has informed me of the plans to bring the Believe High Schools model and the successes seen in Indianapolis, Indiana, to St. Louis, Missouri. I am pleased to write a letter of support for Believe High School St. Louis, targeted to open in Fall 2024.

Goldfarb School of Nursing at Barnes-Jewish College (GSON) has educated nursing students for over 60 years. Our mission is to prepare exceptional nurse leaders in an academic learner-centered environment and to be a national academic leader in nursing education, research, and scholarship. The Believe High School framework of being 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 aligns with our program to facilitate the development of nurses who, within their scope of practice, provide safe, compassionate and ethical care in diverse communities.

In conclusion, I support the efforts of Believe High School to St. Louis and to provide pathway mentorship and admission opportunities for students interested in a nursing career at GSON.

Sincerely,
Angela Clark
Dr. Angela Clark

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,

Christie Huck

Christie Huck
CEO/Executive Director
City Garden Montessori School

Shala Taylor, MA, LPC
Psychotherapist and Founder
Purpose Driven Counseling

April 7, 2023

Dear Missouri Charter Public School Commission:

On behalf of Purpose Driven Counseling, please accept this as a letter in support of the Charter School application for BELIEVE-STL Academy. I am in full support of BELIEVE providing quality education for students in the St. Louis, MO Metropolitan area.

BELIEVE has a Model of Action that includes a dedication to support students in mental, social and emotional health. As a previous educator and mental health clinician, I recognize the importance of supporting students in this foundational area to enhance their academic journey and support educational success. I am confident that BELIEVE-STL Academy will provide this same dedication to students in the St. Louis area.

Residents in the metropolitan St. Louis area have faced significant traumatic events in the past 10 years and continue to lag behind other areas in the country in regard to addressing mental health needs. For some students, their school building is their safe-haven and I believe that BELIEVE STL Academy can provide that level of support for those students. This creates a support system for families and caregivers as a whole.

Purpose Driven Counseling endorses the Charter Application on behalf of BELIEVE STL Academy and is available to work as a community partner to support the needs of the mental, social and emotional well-being of students. I ask that you support their proposal as we share the same commitment of reducing barriers to mental health and wellness to promote academic success.

Best Regards,

Shala Taylor MA, MAT, LPC
Founder and Owner
Purpose Driven Counseling

737 Dunn Road
Hazelwood, MO 63042
contact@thepurposedrivencounselor.com
www.thepurposedrivencounselor.com
314-292-9827 phone
314-731-4433 fax

SAINT LOUIS UNIVERSITY
EST. 1818

TRUDY BUSCH VALENTINE SCHOOL OF NURSING

3525 Caroline Mall
St. Louis, MO 63104

F 314-977-8949

www.slu.edu
www.slu.edu/nursing

April 17th, 2023

Dear Missouri Charter Public School Commission:

As the Dean Emerita, Chief Diversity and Inclusion Officer and Professor at St. Louis University's Trudy Busch Valentine School of Nursing I know the vital importance of establishing a strong pipeline for the healthcare workforce. Like most areas of the country our region faces a serious shortage of healthcare workers for positions ranging from frontline staff to executive leadership. Our community colleges and universities do an excellent job educating and training students for rewarding healthcare careers, but we need a stronger pipeline of students into our programs…. particularly students from our own community.

So often young people are not provided with the exposure and opportunities needed to prepare for healthcare careers. High school years are a particularly important time for this to happen. Students can learn about various work opportunities and begin real-world education and training that prepares them for positions right out of high school or further education.

The BELIEVE STL Academy builds on its success in Indianapolis with an approach that fosters student well-being, growth and achievement. Along with other high schools in the region, it will help expand and enrich the pipeline of healthcare professions. If this application is approved, I will work collaboratively with BELIEVE and all regional schools to facilitate such educational and training programs,

Sincerely,

Teri A. Murray

Teri A. Murray, PhD, PHNA-BC, RN, ANEF, FAAN
Professor, Chief Diversity and Inclusion Officer, Dean Emerita
Reinert Center DEI Fellow
Trudy Busch Valentine School of Nursing
Saint Louis University

Higher purpose. Greater g

Dr. Thomas Burroughs

April 17th, 2023

Dear Missouri Charter Public School Commission:

As the former dean and current professor at the St. Louis University College for Public Health and Social Justice and a former director of healthcare quality at BJC Health System, I am acutely aware of the healthcare workforce needs we face in this region. These exist at all levels ranging from support personnel to executive leadership. At the same time, our region has tremendously talented young people, particularly at the high school level, with the potential to fill these gaps and build rewarding careers in healthcare. So often, however, it seems that many young people are not provided with the exposure and opportunities to prepare for such a career.

Providing high school students throughout our community with the right educational and training opportunities is key to enabling these rewarding careers and helping strengthen our regional healthcare system. Nothing does this better than high schools specifically focused on healthcare careers.

The BELIEVE STL Academy's focus and approach would do actually this. If their application is approved, I will be excited to work collaboratively with BELIEVE and all regional schools to facilitate such educational and training programs, Such work is critical to the future of our region.

Respectfully,

Dr. Tom Burroughs
Professor and Former Dean, SLU College for Public Health and Social Justice
Senior Strategy Advisor, Missouri Center for Public Health Excellence

April 20, 2023 **By Email**

Kimberly Neal-Brannum
BELIEVE Schools, Inc
2540 North Capital Avenue
Indianapolis, IN 46208

RE: Letter of Interest: Facility Loan

Dear Ms. Neal-Brannum,

BlueHub Capital is pleased to provide this letter expressing our interest in continuing our partnership and providing financing for BELIEVE STL Academy's facility. If you are successful in your application for a charter from the Missouri Charter Public School Commission, we will work closely with you as you finalize your facility plan.

As a mission-driven lender, we are excited about the possibility of supporting your work and have enjoyed getting to know you and the vision you have for your school. Below is an indication of the terms that you could expect for financing from BlueHub Capital if you decide to partner with us on facility financing. This is simply an indication of our approach to working with mission aligned charter schools and should not be considered a term sheet or a commitment to lend as any loan will need to be underwritten and approved by our Loan Committee. If you decide to continue a relationship with us, we will work with you and your team to develop a term sheet after we learn more about the project.

Profile of BlueHub Charter School Lending:

Amount:	The final loan amount will be determined after a review of the development budget, operating projections, and coordination with other partners to establish the appropriate level of supportable debt.
Interest Rate:	Our rate is dependent upon timing of a term sheet. Interest only periods can extend up to 24 months to support enrollment ramp up.
Amortization:	Up to thirty years, as needed and as supported by operating projections.
Term:	Terms vary between five to ten years and may be tied to lease terms or charter renewal as applicable.
Loan to Value:	Up to 90% by standard underwriting; any loan to value over 90% of the as-completed appraised value will be supported by DOE Credit Enhancement, subject to availability.
Origination Fee:	1% of the loan amount.

Sincerely,

Johvanna Sampson
Vice President
BlueHub Capital

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St. Louis Black Authors of Children's Literature

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®

B.6.2 Vector Communications Proposal of Work

To: Kimberly Neal-Brannum
From: Laurna Godwin, Vector Communications
Date: May 9, 2023
Re: **Vector's Estimated Labor Fee**

Vector Communications will perform the following consulting services for you and BELIEVE City High School in St. Louis:

1. Missouri charter school application advising, i.e., recommending potential supporters, making introductions, etc.

2. Enrollment and marketing support, i.e., helping to implement The Opportunity Trust's communications plan for BELIEVE, suggesting and executing other communications and engagement tactics, creating marketing materials, providing media relations, etc.

3. Introductions of Ms. Neal-Brannum to the broader community, i.e., regional, St. Louis City and community leaders.

Estimated Labor Fee

I recommend my firm be put on retainer to help you when needed without first having to submit a separate proposal for each task. Our requested monthly retainer fee is $4,000 to perform the above tasks, and any additional tasks as needed. Some months will more than likely require more hours than others, but eventually the time and fee evens out.

It is also recommended that our agreement be divided into separate time periods:

- The first time period would be from April 2023-June 2023. We first met in April and at that time I started advising you and suggesting people with whom you should meet. Thus, Vector would be paid $12,000.00 for this initial three-month timeframe.

- The second time period would be from September 2023-August 2024 or whenever BELIEVE's charter enrollment contract is signed with the State of Missouri. Vector would receive $48,000 for this one-year period.

Please note that with this proposed work schedule, Vector will not be providing consulting services during the months of July and August 2023.

VECTOR COMMUNICATIONS SM

BELIEVE Communications/Marketing and Engagement Consulting Proposal

Submitted:
May 9, 2023

Reach. Engage. Communicate.

Project Understanding

BELIEVE Circle City High School (BCC) Founder and Executive Director Kimberly Neal-Brannum wants to replicate her successful Indianapolis school program model in the City of St. Louis, her native home. BCC is a one of a kind, tuition-free, early college and career preparatory high school in Indianapolis, Indiana. It educates historically under-estimated youth by focusing on academic achievement, autonomy and agency thus providing a foundation for their future independence and success.

In the summer of 2024, Ms. Neal-Brannum plans to open a BELIEVE high school in the City of St. Louis for approximately 150 students. The Opportunity Trust is an early investor in Ms. Neal-Brannum's vision. Currently, she is in the process of seeking other funders as well as board members and community leaders who will provide letters of support for BELIEVE's Missouri charter school application. Vector Communications is submitting this proposal to provide consulting services for Ms. Neal-Brannum and communications and marketing support for BELIEVE.

Vector's Recommended Services

Vector recommends providing the following services:

1. Missouri charter school application advising, i.e., recommending potential supporters, making introductions, etc.

2. Enrollment and marketing support, i.e., helping to implement The Opportunity Trust's communications plan for BELIEVE, suggesting and executing other communications and engagement tactics, creating marketing materials, providing media relations, etc.

3. Introductions of Ms. Neal-Brannum to the broader community, i.e., regional, St. Louis City and community leaders.

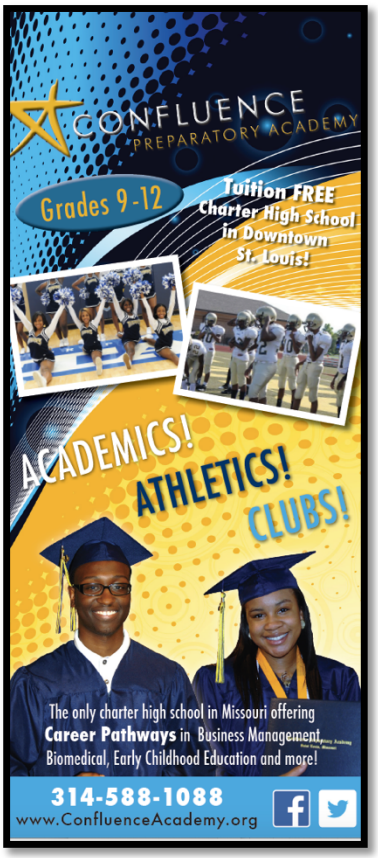
Why Vector?

In its 25-year history, Vector has provided communications and marketing services for several area educational institutions, particularly charter schools needing to recruit students. The firm has never missed the enrollment goal its school clients have given it.

Following are some of the schools and institutions of higher learning with whom Vector has worked. These clients and projects demonstrate the firm's depth and breadth of educational experience. This experience will help Ms. Neal-Brannum and BELIEVE achieve their goals.

Related Education Project Experience

Confluence Academy



From 2003 - 2015, Vector helped Confluence Academy, a City of St. Louis City public charter school system, achieve its annual enrollment goals. Vector was responsible for: creating an annual communications/marketing plan, media buying, designing brochures, direct mailers, flyers and billboards, producing videos, television commercials and radio spots, media buying, planning and executing enrollment events and providing media relations. The firm also created Confluence Academy's original logo and the logo for its eventual high school. Vector translated its marketing materials into Spanish, Bosnian, and Vietnamese. The firm's enrollment events were often community fairs that featured games, bounce houses, a petting zoo, school tours, prizes and food. Before creating an annual communications/marketing plan, Vector would plan and facilitate focus groups with current Confluence parents and prospective parents to help create key messages that would resonate with the target audience.

Because of Vector's efforts, Confluence officials exceeded their enrollment goals every school year. With more than 2,700 students, Confluence became the largest public charter school system in the City of St. Louis. Additionally, it educated the largest group of Bosnian students at its South City Campus. Eventually, school officials added a high school, Confluence Preparatory Academy, and a performing arts school, Grand Center Arts Academy.

Grand Center Arts Academy

In 2010, Vector started providing marketing services to help Grand Center Arts Academy (GCAA) officials achieve their enrollment goals. GCAA is a St. Louis public charter middle and high school located in the Grand Center cultural arts district and affiliated with Confluence Academy. Vector's tasks included: taking professional publicity photos, producing a new brochure, print ads and radio and television spots, creating and implementing outreach activities and assisting with developing a fundraising plan for the grand opening of the school's Sun Theatre.

Jamaa Learning Center

In 2011, Jamaa Learning Center opened its doors to students of the Ville Neighborhood and surrounding communities in north St. Louis City. Jamaa officials hired Vector in the summer of 2013 to assist in marketing and recruiting new students. The school was experiencing financial challenges as well as low student test scores and both issues were covered by the media. Parents expressed concern and several threatened to remove their children from the school. Jamaa officials hired Vector to: retain the current student population of 144 students, recruit more than 50 new students and establish Jamaa as a first choice community school for families in the greater Ville Neighborhood, 18th Ward and surrounding neighborhoods. Vector achieved and succeeded all of its recruitment goals. Jamaa also hired a new principal and it strengthened and secured its relationship with its charter sponsor, the University of Missouri – Columbia.

Chicago International Charter Schools' Larry Hawkins Campus

This school, which served 7-12th graders, opened in 2010 in the far southside Chicago neighborhood of Altgeld Gardens in the former Carver Middle School building. Edison Learning managed it. Vector Communications had been working with Edison Learning at Confluence Academy. The firm was hired to develop a marketing/communications plan for recruiting 350 students. Many parents in the area did not understand charter schools and were against them and thus did not want the Larry Hawkins campus to open. As part of its market research, Vector conducted focus groups, interviewed community leaders and held community meetings. From this research, the firm created effective key messages to attract prospective parents and students and created a comprehensive communications/marketing plan. School officials were responsible for implementing Vector's plan. When the school opened, it had a waiting list.

Hawthorn Leadership School for Girls

STL.com ST. LOUIS POST-DISPATCH

HIGHER TOBACCO TAXES?

New campaign seeks to fund transportation projects in Missouri

MISSOURI'S ONLY PUBLIC GIRLS SCHOOL OPENS

Tax board is accused of meeting in secret

Loading dock was used, lawsuit claims

STEM fields are focus of Hawthorn curriculum

Backup plan is ordered to stop spread of landfill fire

In August 2015, Missouri's first all-girls public charter school, Hawthorn Leadership School for Girls, opened its doors in north St. Louis. Hawthorn focuses on STEM (Science, Technology, Engineering and Math) education for 6th and 7th grades. Hawthorn hired Vector in winter 2015 to develop key messages that would help the community better understand its mission and educational approach. Vector's key messages emphasized Hawthorn's historic opening as the state's first public all-girls school with an innovative emphasis on STEM education, project-based learning and leadership development. Vector then trained Hawthorn's board on how to use the key messages when discussing the school.

The firm was also tasked with writing a social media plan and a crisis communications plan, and with providing media relations services leading up to the school's opening.

Additionally, Vector helped Hawthorn garner extensive media coverage, including spots on KSDK, FOX2, 90.7 St. Louis Public Radio, the *St. Louis American*, and a front-page above the fold news article in the *St. Louis Post-Dispatch* about the first day of school, which is shown above. Hawthorn officials reported Vector's social media and crisis communications plans went above and beyond expectations and helped the school take its marketing, recruitment, and fundraising efforts to the next level as the school continued to grow.

Blackburn College

Located in Carlinville, Illinois, Blackburn College is one of only seven work colleges in the United States. As a Work College, students work on campus in areas ranging from food services to the President's office, to help defray tuition costs. To help rebrand Blackburn and create new marketing materials, College officials hired Vector in 2012. Vector first conducted surveys with students, faculty and staff and interviewed members of each of these audiences. Then consultants crafted key messages and a new tagline – "Learn. Work. Earn." The key messages focused on what students valued most, getting a "four-year head start on their professional career" by earning a high quality liberal arts education at an affordable price, while participating in Blackburn's nationally recognized work program. Using the tagline, Vector wrote and designed new marketing and admissions materials, and created new promotional items.

College officials say the new brand re-energized the campus and allowed admissions staff to effectively communicate the value of a Blackburn education. Even faculty members have gotten more involved in helping to recruit students. Interest in Blackburn from prospective students has increased.

St. Louis Community College – Functional Assessment

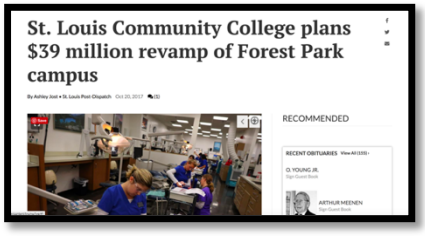
In 2009, Vector was hired by then chancellor, Dr. Zelema Harris, to conduct a functional assessment of St. Louis Community College's marketing and communications department, and to perform an audit of the department's marketing materials. The communications department consisted of the main office at the college's downtown St. Louis administration building, plus a communications office at each of the college's campuses – Forest Park, Florissant Valley, Meramec, and Wildwood.

For the functional assessment, Vector planned and conducted more than 40 interviews with internal and external stakeholders, then wrote a report detailing its observations and recommending a plan to make the overall department and its campus offices more efficient and effective. To conduct the audit of the College's marketing materials, campus officials gave Vector more than 100 advertisements, brochures, event invitations, etc. to review. Consultants also reviewed the College's 40-page graphic design manual, along with its marketing plan. Vector wrote a report detailing what marketing materials worked, which ones did not, and why, then offered recommendations. As a result of Vector's work, College officials reorganized its marketing and communications department so all communications materials being developed looked consistent and promoted the institution's brand in a professional manner.

St. Louis Community College – Chancellor Onboarding and Ongoing Communication

Eight years ago, St. Louis Community College Trustees hired a new chancellor, Dr. Jeff Pittman, from Ivy Tech Community College in Indiana. Because Dr. Pittman was new to the St. Louis region, he needed assistance with being introduced to the community. Dr. Pittman hired Vector Communications owner/president Laurna Godwin to help him with external onboarding. Laurna created a list of 75 regional and local stakeholders and elected officials for Dr. Pittman to meet. She then scheduled the appointments and personally took Dr. Pittman to meet each stakeholder. This onboarding allowed Dr. Pittman to communicate his vision as chancellor, fast tracked his involvement in the St. Louis community and led to donations to the college.

For the last five years, St. Louis Community College has had Vector Communications on retainer. The firm provides a variety of services including: event planning, writing donor letters and annual report articles, media relations and graphic design.


St. Louis Community College plans $39 million revamp of Forest Park campus

RECOMMENDED

Webster University's George Herbert Walker School of Business and Technology

Although Webster is well known for its programs, leadership at the George Herbert Walker School of Business and Technology wanted to increase awareness and enrollment for its school. To meet this challenge, Walker School leaders desired to reach a variety of audiences from high school students to businesses, alumni and potential funders. Thus in 2018, they hired Vector Communications to create a two-year strategic communications/marketing plan to help them improve the school's narrative, increase awareness and to help communicate the school's success stories to potential students, key influencers, donors and the general public. Vector created a plan that incorporated a variety of direct person-to-person engagements, along with indirect strategies. The plan included the following elements: marketing materials audit/analysis; goals and target audiences; key messages; strategies; communications tactics; a social media plan; evaluation measures; and a proposed timeline. These plan components, when taken together, provided a blueprint for action that could be modified as goals were reached and additional input was acquired from target audiences.

Since creating the plan, Vector has been on retainer with Webster University providing media relations services not only for the Walker School but also for the School of Communications, the School of Education and the College of Arts & Sciences. The firm works under the direction of Webster's Director of Public Relations for Global Marketing and Communications. Vector successfully pitches Webster stories and professors to local media. The firm averages approximately three placements a month.

Vector Communications Overview

Vector Communications Corporation is an award-winning engagement and communications consulting firm based in downtown St. Louis. The firm uses innovative outreach techniques and methods to broaden and transform people's thinking to create lasting individual, community and organizational improvement. Established in 1998, Vector has provided its services on more than 400 projects that focus on education, transportation, economic development, health and human services and parks and greenways. The firm's core competencies include: outreach and engagement; communications planning; media relations and social media; crisis communications; marketing; event planning; media training; graphic design and video production.

Vector has a diverse list of clients, many of whom represent prominent governmental, quasi-governmental, educational institutions, non-profits and corporations. Some of its recent clients and projects include: communications and engagement for the recent formation of Greater St. Louis, Inc., the merger of five individual organizations, including Civic Progress and the St. Louis Regional Chamber; PrepareSTL (COVID-19 communications for communities of color in north St. Louis City and County); BJC Healthcare; St. Louis Community College; Webster University; McDonald's of Metro St. Louis; and Amazon.

Proof of Vector's effectiveness as a consulting firm can be found in the numerous local, national and international recognition it has received. In 2019, the Missouri Department of Transportation honored Vector with its top minority consultant award. A few years ago, the Association of Marketing and Communications Professionals honored Vector with its International AVA Award for outstanding graphic design and video production for its video on the City of St. Louis. In 2011, Vector's public engagement and communications consulting on Bi-State Development Agency's long-range plan garnered the transit agency international recognition. It received first runner-up in the innovation category from the International Association of Public Participation. Several years ago, the City of St. Louis honored Vector with its **"Business of the Year"** award and in 2008, Wells Fargo Bank and the National Black MBA Association presented the firm with its **"Entrepreneur Excellence Award,"** which was based on "*business performance, innovation growth and personal service to the community*." Locally, Vector received the **"Regional Economic Development Award"** from Winning Women for advancing economic development in the region. A client, St. Louis Development Corporation, nominated the firm for the award.

Vector's depth and breadth of experience has helped its clients meet and exceed their goals. The firm prides itself on hitting the mark with its clients and leaving a lasting positive impact on the organizations, communities, agencies and corporations it serves. Vector is a certified M/W/DBE.

Vector Team Members

Laurna Godwin

For more than 40 years, Laurna Godwin has been using her communications skills to inform and educate people about issues affecting how they live, work and play. She is a three-time Emmy award winning broadcast journalist who today is Owner/President and Co-Founder of Vector Communications Corporation, an engagement and communications consulting firm. Prior to co-creating Vector in 1998, Laurna spent nearly twenty years as a television news anchor, reporter and talk show host. She worked for: NBC in Virginia; WNET, the flagship public television station in New York City: and KETC and KPLR here in St. Louis. Laurna was also a mid-west stringer for CNN.

During her professional career, Laurna has received several awards. This past February, the *St. Louis American* honored Laurna as "Entrepreneur of the Year" at its annual business luncheon. Other awards she has received include: the 2022 *Women of Distinction Award* from the Missouri Athletic Club; the 2020 Women Foundation's *Making a Difference Award*; the St. Louis County NAACP's *Legacy Award*; the Federation of Press Women – Missouri affiliate's *Quest Award*, which recognizes professional communicators whose work "reflects an enduring quest for the highest standards of professional ethics and excellence;" and several video production awards. The *St. Louis Business Journal* has named her one of the most influential businesswomen and one of the most influential minority business leaders in the region.

Laurna has spent both her professional and volunteer career working to make a difference. When not working with her clients and staff, Laurna volunteers. Laurna currently serves on the boards of the Regional Business Council (RBC), Greater St. Louis, Inc. and the St. Louis Police Foundation. She is Chair Emeritus of the St. Louis Community Foundation. In recent years, Laurna has also served on the boards of St. Luke's Hospital, Arch Grants, the Whitaker Foundation, the St. Louis Regional Chamber, United Way of Greater St. Louis, the Illinois State Community College Board, and Journal Register Company (corporate board).

A native of New Jersey, Laurna earned her undergraduate degree from Princeton University and her master's degree in journalism from Columbia University in New York City.

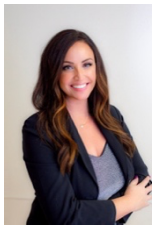
Cordell Whitlock

Cordell Whitlock has spent his entire professional career immersed in the communications field. His broadcasting experience enhanced his ability to effectively transition into strategic communications and branding. Prior to Vector, Cordell was a communications director and veteran journalist. During his 30+ years in broadcasting, Cordell won three Emmy awards and was recognized as the *Riverfront Times* "Reporter of the Year" in 2006.

Cordell joined the Vector team almost two years ago as a full-time staff consultant. He is an experienced and well-respected communicator who has worked with numerous organizations and on several policy issues, including education and transportation. Cordell works on various projects at Vector where he uses his expertise in writing, public relations, key messaging, social media, video production and crisis communication.

Prior to joining Vector, Cordell served as the communications director for St. Louis County Government and then then Community Action Agency of St. Louis County, Inc. Before transitioning to strategic communications, Cordell spent 27 years as a broadcast journalist in television and radio. Cordell moved to St. Louis in 1999 where he worked at KSDK-TV, HEC-TV, and KTRS radio in various on-air capacities. He is a graduate of the University of Virginia where he received his bachelor's degree in English Language and Literature in 1992.

Amy Flynn



Amy is a Brand Consultant/Event Planner at Vector Communications. She primarily works with the nearly 30 owner/operators who make up the McDonald's of Metro St. Louis Co-Op. Her responsibilities include creating and executing various events and outreach to enhance the fast food restaurant's brand, improve guest counts and increase the number of digital customers.

Prior to joining Vector nearly two years ago, Amy worked at Lincoln Land Community College in Springfield, Illinois in public relations and marketing. At the Community College, she served on the event planning team that conducted such events as the: Kreher Agriculture Center groundbreaking; the Kreher Agriculture Center grand opening; the new Health Professions Center unveiling and dedication; and the Bird Banding Station grand opening, which was part of the biology program on the main campus. Amy also planned and executed dignitary visits to the college such as when former Illinois Governor Bruce Rauner visited Lincoln Land's Child Development Center. Other additional work that Amy performed at Lincoln Land included developing, creating and promoting marketing campaigns and creating social media content and academic program spotlight videos. She is skilled in ADA compliance, which requires all colleges and universities to be current. Before working at Lincoln Land Community College, Amy was an admissions counselor at Lincoln College.

Amy earned a Master of Arts in Strategic Communication and Leadership from Spring Arbor University and a Bachelor of Arts in Communications from the University of Illinois Springfield.

Conclusion

Vector has the communications, marketing and engagement experience working with educational institutions to help Ms. Neal-Brannum and BELIEVE achieve their recruitment goals.

B.6.3 Harris-Stowe State University Dual Enrollment Memorandum of Understanding

HARRIS-STOWE STATE UNIVERSITY

DUAL ENROLLMENT PARTNERSHIP
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between Harris-Stowe State University ("Harris-Stowe") and ("District") on this day of 09/07/2023, both of which collectively referred to as the "Parties".

The purpose of this MOU is to create a dual enrollment partnership program (hereinafter "Program") between Harris-Stowe State University and . The goals of the Program are to provide high school students with the opportunity to earn college credit, become acclimated to the expectations on a college campus, and get a head start on college in order to graduate a semester or a year early.

The Parties agree as follows:

1. <u>Harris-Stowe Responsibilities</u>

a) Harris-Stowe will have sole responsibility and discretion to determine courses designated as dual enrollment courses for purposes of this MOU. The courses listed in Appendix A to this MOU have been identified for our dually enrolled students, and may be changed in Harris-Stowe's discretion, by delivering a modified Appendix A to District.

b) Harris-Stowe will host dual enrollment courses on its campus or designated facility. c) Harris-Stowe will set all standards, policies, and procedures regarding the Program, including but not limited to course content, faculty selection, teaching requirements, and evaluating students, in accordance with the Missouri Department of Higher Education (MDHE) dual enrollment policy. d) Harris-Stowe-identified representatives will oversee and coordinate the Program. e) Harris-Stowe's Testing Coordinator will provide placement testing for District students prior to the enrollment of students, if needed.

f) Harris-Stowe shall be responsible for selecting faculty from eligible candidates submitted by the District, existing faculty or from a pool provided through the Harris-Stowe State University Office of Human Resources. Eligible candidates at a minimum, will meet the following criteria: i. High School instructors of dual enrollment courses are, in effect adjunct instructors of Harris-Stowe. High school instructors shall meet the requirements for faculty teaching at the University, as stipulated by the Higher Learning Commission (HLC). Dual enrollment instructors shall possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach.

ii. Instructors who hold a master's level degree in a discipline or subfield other than that in which they are teaching must have completed a minimum of 18 graduate credit hours in the discipline in which they teach.

iii. High school instructors teaching career and technical education courses who have superior knowledge and tested experience in the discipline may be employed by the University as a dual enrollment instructor, in accordance with the MDHE's Dual Enrollment Policy.

iv. Harris-Stowe will allow students to enroll in a maximum of six (6) credit hours per semester.

Any deviation from six (6) credit hours must be approved by Harris-Stowe and the District.

v. Harris-Stowe will provide basic support services to enrolled students, including academic advising, access to the Harris-Stowe library, use of the tutoring supports available through the Academic Resource Center, and a Harris-Stowe student identification card.

vi. Harris-Stowe will maintain all student information obtained as a result of admissions, tests, students evaluations and grades as educational records as defined in the Family Educational Rights and Privacy Act (FERPA), as amended, and its guidelines for post secondary institutions as detailed in Harris-Stowe's policies and procedures, which shall govern the release of said records.

vii. Harris-Stowe will designate a liaison who will be responsible to provide information about the Program within Harris-Stowe and to act as the contact person for his/her counterpart at District.

2. <u>District Responsibilities</u>

a) District is responsible for determining student eligibility for the Program based on at least the following requirements:

i. District officials have determined that the student's high school class schedules will allow them to attend classes off campus at Harris-Stowe without negatively affecting their high school graduation requirements.

ii. A completed Harris-Stowe admissions application and all other documents required to participate in the Program have been submitted to Harris-Stowe.

iii. Student has been officially accepted to the Program by Harris-Stowe.

iv. District must ensure students have been assessed and meet the Program requirements to enroll in college ready courses prior to enrollment. Harris-Stowe will provide support from our Testing Coordinator to Administer the AccuPlacer as outlined under section 1d.

b) District will advise students on the policies and procedures required for participation in the Program.

c) District shall provide transportation to and from Harris-Stowe campus on Program days.

d) District will also pay for the parking passes for student drivers.

e) District may enter into a contract with the University food service department to provide breakfast and lunch for students when they are on Harris-Stowe's campus.

f) District will pay for books and any on campus dining services

g) District will provide a liaison/coordinator to communicate to interact with Harris-Stowe's Dual Enrollment Coordinator and Office of Admissions as needed throughout the Program.

3. Payments

District will submit payments to Harris-Stowe within 30 days after receipt of invoices from Harris-Stowe for services performed under this MOU. District is responsible for and will send payments to cover the costs for tuition and additional agreed upon items to support students' participation in the Program. Except for the invoiced payments required of District under this paragraph, each institution will bear their own costs of participation in the MOU.

4. Term and Termination

The term of the MOU will take effect immediately upon signature of both Parties to the MOU and will remain in effect until June 2026, unless terminated earlier by either party in accordance with this paragraph (4). Either party may suspend or terminate this MOU upon gross misconduct, intentional disregard for Harris-Stowe or District polices and rules, or dangerous or harmful actions or inaction by participants. Either institution may terminate this Agreement for any reason by giving written notice to the designated representative at least 90 days prior to the commencement of a new academic term. If either institution terminates the Agreement, each institution will cooperate to ensure that the termination does not adversely affect fulfillment of commitments to students participating in the Program at the time of the notice; for avoidance of doubt, if this Agreement is terminated, students who were accepted into the Program will be permitted to progress through the Program if all other conditions of their participation are met.

5. Performance Standards

The Parties' performance at the termination of this MOU will be reviewed by the Parties using the following performance standards, and any others mutually agreed upon by the Parties:

a) Recruitment: Selection of qualified and committed students to take part in Program.
b) Retention: Successful completion of all courses with a grade of B or higher.
c) Matriculation: Document the number of students who enroll in Harris-Stowe or other 2 or 4 year institutions after Program completion and graduation.

6. Publicity

Neither party may publicize or market the Program without the prior approval of the other party, which approval shall not be unreasonably withheld.

7. Authorization

This Memorandum of Understanding is authorized by the District's governing board, and District represents that such authorization is documented in minutes of the Board that are available upon request of Harris-Stowe.

8. General Provisions

a) Any changes, modifications, revisions or amendments to this MOU which are mutually agreed upon by and between the parties to this MOU shall be incorporated by written instrument and effective when executed and signed by all parties to this MOU.

b) This MOU represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations and agreements, whether written or oral.

c) This MOU shall not create any rights in any third parties. The only parties to this MOU are the District and Harris-Stowe.

d) If any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.

This Agreement is entered into and agreed upon by:

DISTRICT

Kimberly Neal-Brannum 09/07/2023 14:08 UTC

School District Official Date

Harris-Stowe State University

LaTonia Collins Smith 09/07/2023 15:03 UTC

Assistant Provost for Retention and Student Success Date

Appendix B: College Admissions Articulation Agreement

1. **Parties**

   The parties of this agreement are Harris-Stowe State University (hereinafter HSSU) and School Partner (BELIEVE STL Academy).

2. **Terms**

   This agreement defines the terms agreed to by the parties regarding guaranteed admission into Harris-Stowe State University. Students who meet all of the criteria listed below will be accepted without further review of academic credentials, with good standing at HSSU into the various degree programs.

   a. The student will have taken all of the required prerequisites determined for a course of program.
   b. The student's cumulative grade point ratio of 3.0 or higher.
   c. A grade of "C", or better, is required in all courses to be applied towards an associates or bachelors degree.
   d. Students opting to participate in this program will be required to meet all HSSU transfer credit requirements, including general education courses at the freshmen and sophomore levels, in effect at the time of the student's most recent enrollment at HSSU.
   e. Students participating in the program must apply to HSSU.
   f. Formal application to HSSU is recommended at least 1 full semester in advance of

intended enrollment.

3. **Effective Date and Term**

This agreement goes into effect on mm/dd/yy. The term of this agreement shall be 5 years from the effective date. The parties can renew this agreement by mutual written agreement for an additional 5 year terms. Either party can terminate this agreement for reason with 30 days prior written notice. The Agreement will continue in effect until it is modified by mutual written agreement or terminated by either party.

This agreement shall be construed in accordance with the laws of Missouri. Any dispute arising out of this Agreement shall be filed in a state or federal court within the State of Missouri.

Signatures: The signatures of the authorized representatives identified below indicate agreement to the terms set forth herein.

President HSSU: LaTonia Collins Smith
Date: 09/07/2023 15:03 UTC

Executive Director BSTLA: Kimberly Neal-Brannum
Date: 09/07/2023 14:08 UTC

Appendix C: Summer Experience Agreement

1. **Parties**

The parties of this agreement are Harris-Stowe State University (hereinafter HSSU) and School Partner (BELIEVE STL Academy).

2. **Programs**

The Summer Immersive Experience Program will consist of the following:

a. A 6-week program hosted at HSSU campus
b. A space to support 50-65 students
c. On-campus housing for students
d. Access to athletic facilities for reasonable rental fee
e. Opportunity to earn up to 3 college credits

3. **Effective Term**

This agreement goes into effect on mm/dd/yy. The term of this agreement shall be 5 years from the effective date. The parties can renew this agreement by mutual written agreement for an additional 5 year terms. Either party can terminate this agreement for reason with 30 days prior written notice. The Agreement will continue in effect until it is modified by mutual written agreement or terminated by either party.

This agreement shall be construed in accordance with the laws of Missouri. Any dispute arising out of this Agreement shall be filed in a state or federal court within the State of Missouri.

Signatures: The signatures of the authorized representatives identified below indicate agreement to the terms set forth herein.

President HSSU: LaTonia Collins Smith
Date: 09/07/2023 15:03 UTC

Executive Director BSTLA: Kimberly Neal-Brannum
Date: 09/07/2023 14:08 UTC

C.1.1 5-year Budget and Statement of Cash Flows

Believe Schools - St Louis

FIVE-YEAR OPERATIONAL BUDGET

		24-25 Year 1 Budget	25-26 Year 2 Projected	26-27 Year 3 Budget	27-28 Year 4 Budget	28-29 Year 5 Budget
Revenues						
5100	Local (generate by completing "Local Revenue Worksheet	$ 895,000	$ 423,626	$ 459,408	$ 450,896	$ 585,953
5200	County (generate by completing "County Revenue Worksh	-	-	-	-	-
5300	State (generate by completing "State Revenue Worksheet	1,181,178	2,657,650	3,956,946	5,197,182	5,197,182
5400	Federal (generate by completing "Federal Revenue Works	171,683	361,384	524,488	684,546	697,649
5600	Non-Current Revenue	-	-	-	-	-
5800	Received from other LEAs	-	-	-	-	-
5899	**GRAND TOTAL REVENUES**	**2,247,861**	**3,442,660**	**4,940,842**	**6,332,625**	**6,480,784**
Expenditures						
1100	Regular Programs	861,249	1,321,509	2,118,443	2,686,343	2,758,068
1191	Summer School (Regular)	-	-	-	-	-
1192	Juvenile Program	-	-	-	-	-
1200	Special Programs	252,306	396,001	492,866	512,267	731,446
1300	Career Education Programs	-	-	-	-	-
1400	Student Activities	25,608	26,248	26,904	27,577	28,266
1600	Adult/Continuing Education Programs	-	-	-	-	-
1900	Payments to Other Districts	35,000	70,000	95,000	115,000	117,875
1999	TOTAL INSTRUCTION (K-12 Only)	1,174,162	1,813,758	2,733,213	3,341,187	3,635,656
2100	Support Services - Pupils	17,504	21,280	25,220	114,103	120,303
2200	Support Services - Instructional Staff	3,975	6,698	9,720	11,843	12,766
2300	Support Services - General Administration	48,000	53,575	54,914	56,287	57,694
2400	Support Services - School Administration	28,759	29,228	29,708	30,201	30,706
2500	Operation and Maintenance of Plant Services	570,941	793,789	942,667	1,011,515	1,028,364
2550	Pupil Transportation	195,000	199,875	204,872	209,994	215,244
2560	Food Services	121,022	266,298	367,573	503,338	516,222
2998	TOTAL SUPPORT SERVICES	985,201	1,370,743	1,634,675	1,937,281	1,981,299
3000	Community Services					
4000	Facilities Acquisition and Construction Services	-	-	-	-	-
5000	Long and Short Term Debt					
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	-	-	-	-	-
9999	**GRAND TOTAL EXPENDITURES**	**2,159,363**	**3,184,501**	**4,367,888**	**5,278,468**	**5,616,955**
Total Revenue Over/(Under) Total Expenses		**88,498**	**258,159**	**572,954**	**1,054,157**	**863,829**
Beginning Balance, July 1		**100,000**	**188,498**	**446,657**	**1,019,611**	**2,073,768**
Ending Balance, June 30		**$ 188,498**	**$ 446,657**	**$ 1,019,611**	**$ 2,073,768**	**$ 2,937,597**
Fund Balance (% of expenses)		**9%**	**14%**	**23%**	**39%**	**52%**
Days of Cash		**31.86**	**51.19**	**85.20**	**143.40**	**190.89**

Average **28%**

Believe Schools - St Louis

		24-25 Year 1 Projected	25-26 Year 2 Projected	26-27 Year 3 Projected	27-28 Year 4 Projected	28-29 Year 5 Projected	
	6100 Salaries	542,412	820,656	1,355,331	1,716,105	1,770,392	Regular teachers & admin + stipends
	6200 Benefits	164,691	245,274	401,132	502,777	512,134	
	6300 Purchased Services	26,645	57,259	84,084	109,767	109,981	
	6400 Supplies & Materials	117,500	188,319	267,895	347,694	355,562	
	6500 Equipment	10,000	10,000	10,000	10,000	10,000	
1151	**Total Classroom Instruction**	**861,249**	**1,321,509**	**2,118,443**	**2,686,343**	**2,758,068**	
	6100 Salaries	150,250	248,050	315,713	365,066	534,245	SPED & ELL Teachers
	6200 Benefits	50,976	82,321	102,135	117,849	169,649	
	6300 Purchased Services	50,000	63,200	71,400	24,600	22,800	
	6400 Supplies & Materials	1,080	2,430	3,618	4,752	4,752	
	6500 Equipment	-	-	-	-	-	
1221	**Total Special Programs**	**252,306**	**396,001**	**492,866**	**512,267**	**731,446**	
	6100 Salaries	12,500	15,375	18,386	86,151	91,065	Social worker
	6200 Benefits	5,004	5,905	6,834	27,952	29,239	
	6300 Purchased Services	-	-	-	-	-	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
2111	**Total Support Services-Pupils**	**17,504**	**21,280**	**25,220**	**114,103**	**120,303**	
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	35,000	70,000	95,000	115,000	117,875	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
1941	**Total Dual Credit Costs**	**35,000**	**70,000**	**95,000**	**115,000**	**117,875**	
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	-	-	-	-	-	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
2125	**Total Support Services-Pupils**	**-**	**-**	**-**	**-**	**-**	
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	-	-	-	-	-	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
2119	**Enrollment Coordinator**	**-**	**-**	**-**	**-**	**-**	

	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	3,975	6,698	9,720	11,843	12,766	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
2213	**Total Professional Development**	**3,975**	**6,698**	**9,720**	**11,843**	**12,766**	
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	-	-	-	-	-	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
2311	**Total Board Services**	**-**	**-**	**-**	**-**	**-**	
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	10,608	10,873	11,145	11,423	11,709	
	6400 Supplies & Materials	15,000	15,375	15,759	16,153	16,557	
	6500 Equipment	-	-	-	-	-	
1411	**Extracurricular Activities**	**25,608**	**26,248**	**26,904**	**27,577**	**28,266**	
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	10,000	10,250	10,506	10,769	11,038	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
2331	**Total Technology**	**10,000**	**10,250**	**10,506**	**10,769**	**11,038**	
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	28,759	29,228	29,708	30,201	30,706	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
2411	**Total Building Principal Services**	**28,759**	**29,228**	**29,708**	**30,201**	**30,706**	
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	240,284	236,869	324,847	387,531	398,062	
	6400 Supplies & Materials	5,000	5,125	5,253	5,384	5,519	
	6500 Equipment	-	-	-	-	-	
2511	**Total Business Support Services**	**245,284**	**241,994**	**330,100**	**392,916**	**403,581**	
	6100 Salaries	40,000	82,000	126,075	129,227	132,458	Operations staff
	6200 Benefits	14,658	28,820	43,493	44,298	45,124	
	6300 Purchased Services	259,000	428,675	430,392	432,152	433,955	
	6400 Supplies & Materials	12,000	12,300	12,608	12,923	13,246	

	6500 Equipment	-	-	-	-	-	
	6600 Debt Service	-	-	-	-	-	
2541	**Total Operation of Plant Services**	**325,658**	**551,795**	**612,567**	**618,599**	**624,783**	
	6100 Salaries	-	-	-	-	-	Transpo staff
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	195,000	199,875	204,872	209,994	215,244	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
	6600 Debt Service						
2551	**Total Transportation Services**	**195,000**	**199,875**	**204,872**	**209,994**	**215,244**	
	6100 Salaries	26,492	54,308	55,665	85,585	87,725	Food staff
	6200 Benefits	11,530	22,547	23,065	29,775	30,336	
	6300 Purchased Services	-	-	-	-	-	
	6400 Supplies & Materials	83,000	189,443	288,843	387,977	398,162	
	6500 Equipment	-	-	-	-	-	
2563	**Total Food Services**	**121,022**	**266,298**	**367,573**	**503,338**	**516,222**	
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	28,000	33,075	33,902	34,749	35,618	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
2642	**Total Recruitment and Placement**	**28,000**	**33,075**	**33,902**	**34,749**	**35,618**	
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	10,000	10,250	10,506	10,769	11,038	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
2300	**Board Expenses**	**10,000**	**10,250**	**10,506**	**10,769**	**11,038**	
	GRAND TOTAL EXPENDITURES	**2,159,363**	**3,104,251**	**4,262,381**	**5,152,699**	**5,488,042**	
	6100 Salaries	771,654	1,220,389	1,871,170	2,382,134	2,615,884	
	6200 Benefits	246,859	384,868	576,659	722,652	786,482	
	6300 Purchased Services	897,270	1,156,252	1,316,082	1,388,798	1,410,792	
	6400 Supplies & Materials	233,580	412,993	593,976	774,884	793,797	
	6500 Equipment	10,000	10,000	10,000	10,000	10,000	
	6600 Debt Service	-	-	-	-	-	
		2,159,363	3,184,501	4,367,888	5,278,468	5,616,955	
	6300+6400+6500	1,140,850	1,579,244	1,920,058	2,173,682	2,214,589	
	Tab	1,140,850	1,579,244	1,920,058	2,173,682	2,214,589	
	Loan Payment	-	-	-	-	-	

Variance	-	(0)	-	-	-

BELIEVE PURCHASED SERVICES AND SUPPLIES DETAIL

This tab feeds into the "Expenses by function" tab
"Expenses by function" feeds into 5 year budget tab

	24-25	25-26	26-27	27-28	28-29								
Enrollment	**100**	**225**	**335**	**440**	**440**								
FTE	**13**	**21**	**31**	**38**	**41**								
Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5	Notes / Questions	Assumption		Function	Expenditure	Object	Inflation	2.50%
School Ops													
Textbooks / Curr. Subs.	15,000	34,594	52,794	71,075	72,852	Physical books / text	150/student	150	1151	6400	6431		
Content	10,000	23,063	35,196	47,383	48,568	Online curriculum	100/student	100	1151	6400	6411		
Instructional Software Subscriptions	15,000	15,375	15,759	16,153	16,557		Flat + inflation		1151	6400	6412		
Classroom supplies	35,000	46,125	70,392	94,766	97,136		year 1 based on historical then 269/student + 2% inflation	200	1151	6400	6411		
Classroom Equipment / Furniture	10,000	10,000	10,000	10,000	10,000		Preferred facility option has furniture already		1151	6500	6542		
Tech - Software	15,000	15,000	15,000	15,000	15,000	SIS, dashboards, platforms, etc	Historical data		1151	6400	6412		
Instructional Equipment/Technology	7,000	7,000	7,000	7,000	7,000		Preferred facility option has tech already		1151	6400	6412		
Tech repairs	2,445	2,506	2,569	2,633	2,699		Historical data		1151	6300	6316		
Student uniforms	3,000	6,919	10,559	14,215	14,570		30/student	30	1151	6400	6411		
Assessment	2,500	5,651	8,401	11,027	11,028		25/student	25	1151	6400	6411		
SPED Supplies	1,080	2,430	3,618	4,752	4,752		*100/sped student*	100	1221	6400	6411		
Professional Development	3,975	6,698	9,720	11,843	12,766		300/employee	300	2213	6300	6319		
Dues & memberships	6,151	6,305	6,462	6,624	6,789		Historical data		2411	6300	6371		
Travel - staff	2,000	2,050	2,101	2,154	2,208		Historical data		2411	6300	6343		
Bank Fees	1,694	1,736	1,780	1,824	1,870		Historical data		2511	6300	6319		
Copier	10,000	-	10,000	-	-		Historical data		2511	6300	6334		
Office Supplies	5,000	5,125	5,253	5,384	5,519		Historical data	1	2511	6400	6411		
Board services	10,000	10,250	10,506	10,769	11,038		BoardOnTrack membership		2300	6300	6319		
Student Recruitment Expense	25,000	30,000	30,750	31,519	32,307		Historical data		2642	6300	6362		
Faculty recruitment expense	3,000	3,075	3,152	3,231	3,311		Historical data		2642	6300	6362		
Field Trips	15,000	34,594	52,794	71,075	72,852		varies/student - includes transpo, supplies, rentals, etc	150	1151	6400	6411		
Extracurricular Activities (ECA) - Supplies	15,000	15,375	15,759	16,153	16,557		Supplies, food, dues & fees		1411	6400	6411		
Food service costs - students	80,000	184,500	281,568	379,066	388,542		950/student	800	2563	6400	6471		
Other food purchases - staff	3,000	4,943	7,276	8,912	9,620		185/staff + inflation	226	2563	6400	6471		
Contracted Services													
SPED Contracted Services	20,000	18,200	16,400	14,600	12,800		Historical data; drops over time as services offered in-house		1221	6300	6311		
Therapist/Counselor Services	30,000	45,000	55,000	10,000	10,000		Historical data; covered in-house starting year 4		1221	6300	6311		
Insurance	10,000	10,000	10,000	10,000	10,000		D&O, Liability, Workers comp		2411	6300	6352		
Contracted Teachers - Art	23,000	51,986	77,292	101,448	101,454		230/student	230	1151	6300	6311		
Building Subs	1,200	2,768	4,224	5,686	5,828		12/student (Believe historical data)	12	1151	6300	6311		
Referees / coaches - ECA	10,608	10,873	11,145	11,423	11,709		Historical data		1411	6300	6319		
Transportation vendor	195,000	199,875	204,872	209,994	215,244		Estimate from vendor		2551	6300	6341		
Legal	10,608	10,873	11,145	11,423	11,709		Historical data		2411	6300	6317		
CMO fee	168,590	172,133	247,042	316,631	324,039		7.5% year 1 to 5% of total revenues		2511	6300	6319		
Payroll processor	10,000	12,000	14,000	16,000	18,000		Based on HCC (existing vendor) - increases with growth in FTE		2511	6300	6319		
Audit	10,000	10,000	10,000	10,000	10,000		First year audit occurs year 1		2511	6300	6319		
Accounting	40,000	41,000	42,025	43,076	44,153		Flat - based on conversations with other schools		2511	6300	6319		
Dual credit fees	35,000	70,000	95,000	115,000	117,875	Dual enrollment	Based on approx enrollment of 45 FTE year 1 and doubling yearly		1941	6300	6311		
IT Support Services	10,000	10,250	10,506	10,769	11,038		Historical data; includes internet		2331	6300	6316		
Facilities													
Insurance - Property	10,000	10,250	10,506	10,769	11,038		Historical data		2541	6300	6351		
Trash	-	-	-	-	-		Included in rent		2541	6300	6391		
Grounds maintenance	-	-	-	-	-		Included in rent		2541	6300	6391		
Security services	-	-	-	-	-		Included in rent		2541	6300	6391		
Security repairs	-	-	-	-	-		Included in rent		2541	6300	6332		
Rent	192,000	360,000	360,000	360,000	360,000		Year 1 $16k per month; Y2+ $30k per month		2541	6300	6333		
Equipment repair	-	-	-	-	-		Not needed		2541	6300	6332		
Janitorial supplies	12,000	12,300	12,608	12,923	13,246		Historical data		2541	6400	6491		
Janitorial services	57,000	58,425	59,886	61,383	62,917		Based on local vendors		2541	6300	6331		
Electricity	-	-	-	-	-		Included in rent		2541	6400	6481		
Water	-	-	-	-	-		Included in rent		2541	6400	6481		
Gas	-	-	-	-	-		Included in rent		2541	6400	6482		
Maitenance supplies	-	-	-	-	-		Included in rent		2541	6400	6491		
Transpo													
Transpo - supplies & maintenance	-	-	-	-	-		Removed - using vendor		2551	6300	6340		
Transpo - bus purchases	-	-	-	-	-		Removed - using vendor		2551	6500	6552		
Transpo - bus services	-	-	-	-	-		Removed - using vendor		2551	6300	6341		
Total	**1,140,850**	**1,579,244**	**1,920,058**	**2,173,682**	**2,214,589**								

	Description
6100 Salaries	
6300 Services	
6200 EE benefits	
6400 Supplies & materials	
6600 Long and Short Term Debt	
6500 Capital Outlay	

1151	High School
1221	Special Education and Related Services
2213	Instructional Staff Training Services
2411	Office of the Principal Services
2511	Business Support Service Area Direction
2563	Food Delivery Services
2642	Recruitment and Placement Services
1411	Student Activities
2331	Administrative Technology Services
1941	Contracted Educational Services
2541	Operation and Maintenance of Plant Service Area Direction
2551	Contracted Transportation Services for Students
2552	District Operated Nondisabled Student Transportation Services
2551	Contracted Transportation Services for Students

CONTRACTUAL SERVICES

	24-25 Year 1 Budget	25-26 Year 2 Projected	26-27 Year 3 Projected	27-28 Year 4 Projected	28-29 Year 5 Projected
Administration					
CMO Fee	$ 168,590	$ 172,133	$ 247,042	$ 316,631	$ 324,039
Professional Services					
Legal	10,608	10,873	11,145	11,423	11,709
Professional Development	3,975	6,698	9,720	11,843	12,766
Back Office	50,000	53,000	56,025	59,076	62,153
Board Services	10,000	10,250	10,506	10,769	11,038
Audit	10,000	10,000	10,000	10,000	10,000
Grant writing	10,608	10,873	11,145	11,423	11,709
Education					
SPED Services	20,000	18,200	16,400	14,600	12,800
Therapist/Counselor Services	30,000	45,000	55,000	10,000	10,000
Substitutes	1,200	2,768	4,224	5,686	5,828
Contracted Teachers - Art	23,000	51,986	77,292	101,448	101,454
Dual Credit Fees	35,000	70,000	95,000	115,000	117,875
Student Activities					
Extracurricular Activities (ECA) - Supplies	15,000	15,375	15,759	16,153	16,557
Referees / coaches - ECA	10,608	10,873	11,145	11,423	11,709
Technology					
IT Support Services	12,445	12,756	13,075	13,402	13,737
Internet/Phone	-	-	-	-	-
Other					
Janitorial	57,000	58,425	59,886	61,383	62,917
Maintenance	-	-	-	-	-
Copier	10,000	-	10,000	-	-

Transpo	195,000	199,875	204,872	209,994	215,244
Security	-	-	-	-	-
Trash	-	-	-	-	-
Total Contractual Services	**$ 673,033**	**$ 759,084**	**$ 918,235**	**$ 990,255**	**$ 1,011,535**

SALARIES

STAFF SALARY WORKSHEET		24-25 Year 1		25-26 Year 2		26-27 Year 3		27-28 Year 4		28-29 Year 5
Position	**FTE Count**	**Budget**	**FTE Count**	**Projected**	**FTE Count**	**Budget**	**FTE Count**	**Budget**	**FTE Count**	**Budget**
Administrators										
Principal	1	85,000	1	87,125	1	89,303	1	91,536	1	93,824
Benefits & Taxes		25,075		25,378		25,683		25,990		26,298
Deans	2	130,000	3	199,875	4	273,163	4	279,992	4	286,991
Benefits & Taxes		39,876		60,121		80,905		82,012		83,136
Certified Staff										
Core Teachers	5	275,000	8	451,000	15	866,766	20	1,184,580	20	1,214,194
Benefits & Taxes		86,592		140,011		265,543		359,037		364,480
SPED Teachers	1.5	87,750	2	119,925	3	184,385	3	188,994	4	258,292
Benefits & Taxes		27,903		37,410		56,408		57,237		77,066
ELL Teachers	0.5	24,000	1	49,200	1	50,430	1	51,691	2	105,966
Benefits & Taxes		8,762		16,788		17,073		17,363		34,194
Counseling										
Social Worker	0	-	0	-	0	-	1	64,613	1	66,229
Benefits & Taxes		-		-		-		20,161		20,462
Non-Certified Staff										
Operations	1	40,000	2	82,000	3	126,075	3	129,227	3	132,458
Benefits & Taxes		14,658		28,820		43,493		44,298		45,124
Food Server	1	26,492	2	54,308	2	55,665	2	85,585	2	87,725
Benefits & Taxes		11,530		22,547		23,065		29,775		30,336
Transportation	0	0	0	0	0	0	0	0	0	0
Benefits & Taxes		0		0		0		0		0
Paraprofessionals	1	38,500	2	78,925	2	80,898	3	124,381	4	169,987
Benefits & Taxes		14,310		28,123		28,654		43,249		58,389
Nurse	0.25	12,500	0.30	15,375	0.35	18,386	0.40	21,538	0.45	24,836
Benefits & Taxes		5,004		5,905		6,834		7,791		8,777
Other										
Stipends and Bonuses		52,412		82,656		126,100		159,998		175,382
Benefits & Taxes		13,148		19,764		29,002		35,738		38,220
Total Salaries		**$ 759,154**		**$ 1,205,014**		**$ 1,852,784**		**$ 2,360,596**		**$ 2,591,048**
Benefits & Taxes		**241,855**		**378,962**		**569,825**		**714,861**		**777,705**
Total Personnel Costs		**$ 1,001,009**		**$ 1,583,976**		**$ 2,422,609**		**$ 3,075,457**		**$ 3,368,753**
As % of revenue		45%		46%		49%		49%		52%
Employee Count	13.25		21.3		31.35		38.4		41.45	
Enrollment	100		225		335		440		440	
Benefits & Taxes										
FICA	7.65%		7.65%		7.65%		7.65%		7.65%	
Worker's Comp	1.50%		1.50%		1.50%		1.50%		1.50%	
LTD/STD	0.50%		0.50%		0.50%		0.50%		0.50%	
STLPSRS	13.50%		13.0%		12.5%		12.0%		11.5%	
Total	23.15%		22.65%		22.15%		21.65%		21.15%	
Health/Dental	5,844		6,136		6,443		6,765		7,103	5% inflation
ER Portion	4,383		4,602		4,832		5,074		5,328	
EE Portion	1,461		1,534		1,611		1,691		1,776	
Metrics										
Students:Adults	7.55		10.56		10.69		11.46		10.62	
Students:Teachers - Core	20.00		28.13		22.33		22.00		22.00	
Old Transpo	1	29951.91792	3	92102.14759	3	94404.70128	4	129019.7584	4	132245.2524
		12331.5335		35709.9734		36477.75887		49326.75213		50406.90622

Notes

For 5 year budget tab collation

Function	Object	
1100	6100	Salary
1100	6200	Growth
1100	6100	Salary
1100	6200	Growth
1100	6100	Salary
1100	6200	Growth
1220	6100	Salary
1220	6200	Growth
1270	6100	Salary
1270	6200	Growth
2100	6100	Salary
2100	6200	Growth
2541	6100	Salary
2541	6200	Growth
2560	6100	Salary
2560	6200	Growth
2550	6100	Salary
2550	6200	Growth
1220	6100	Salary
1220	6200	Growth
2100	6100	Salary
2100	6200	Growth
1100	6100	
1100	6200	

Health/Dental

Y1	Y2	Y3	Y4	Y5
$ 4,383	$ 4,602	$ 4,832	$ 5,074	$ 5,328
85,000	$ 87,125	$ 89,303	$ 91,536	$ 93,824
	2.50%	2.50%	2.50%	2.50%
65,000	$ 66,625	$ 68,291	$ 69,998	$ 71,748
	2.50%	2.50%	2.50%	2.50%
$ 55,000	$ 56,375	$ 57,784	$ 59,229	$ 60,710
	2.50%	2.50%	2.50%	2.50%
$ 58,500	$ 59,963	$ 61,462	$ 62,998	$ 64,573
	2.50%	2.50%	2.50%	2.50%
$ 48,000	$ 49,200	$ 50,430	$ 51,691	$ 52,983
	2.50%	2.50%	2.50%	2.50%
$ 60,000	$ 61,500	$ 63,038	$ 64,613	$ 66,229
	2.50%	2.50%	2.50%	2.50%
$ 40,000	$ 41,000	$ 42,025	$ 43,076	$ 44,153
	2.50%	2.50%	2.50%	2.50%
$ 30,000	$ 30,750	$ 31,519	$ 32,307	$ 33,114
	2.50%	2.50%	2.50%	2.50%
$ 30,000	$ 30,750	$ 31,519	$ 32,307	$ 33,114
	2.50%	2.50%	2.50%	2.50%
$ 38,500	$ 39,463	$ 40,449	$ 41,460	$ 42,497
	2.50%	2.50%	2.50%	2.50%
$ 50,000	$ 51,250	$ 52,531	$ 53,845	$ 55,191
	2.50%	2.50%	2.50%	2.50%

	Enrollment	Attendance %	ADA	FRL WEIGHT	LEP WEIGHT	SPED WEIGHT	Remedial ADA	Summer ADA	FWADA		Growth
Year 1	100	90.0%	90.0	12.16	0.33	-	0.00		102.49	24-25	
Year 2	225	90.0%	202.5	27.36	0.74	-	0.00	0.00	230.60	25-26	125
Year 3	335	90.0%	301.5	40.74	1.10	-	0.00	0.00	343.34	26-27	110
Year 4	440	90.0%	396.0	53.51	1.45	-	0.00	0.00	450.96	27-28	105
Year 5	440	90.0%	396.0	53.51	1.45	-	0.00	0.00	450.96	28-29	0

	Year 1			Year 2			Year 3			Year 4			Year 5		
	frl	lep	sped	frl	lep	sped	frl	lep	sped	frl	lep	sped	frl	lep	sped
Expected %	85%	3.00%	12%	85%	3.00%	12%	85%	3.00%	12%	85%	3.00%	12%	85%	3.00%	12%
count	76.50	2.70	10.80	172.13	6.08	24.30	256.28	9.05	36.18	336.60	11.88	47.52	336.60	11.88	47.52
threshold %	30.95%	2.39%	13.11%	30.95%	2.39%	13.11%	30.95%	2.39%	13.11%	30.95%	2.39%	13.11%	30.95%	2.39%	13.11%
threshhold count	27.86	2.15	11.80	62.67	4.84	26.55	93.31	7.21	39.53	122.56	9.46	51.92	122.56	9.46	51.92
for weighting	48.65	0.55	0.00	109.45	1.24	0.00	162.96	1.84	0.00	214.04	2.42	0.00	214.04	2.42	0.00
weight	0.25	0.6	0.75	0.25	0.6	0.75	0.25	0.6	0.75	0.25	0.6	0.75	0.25	0.6	0.75
WADA	**12.16**	**0.33**	**0.00**	**27.36**	**0.74**	**0.00**	**40.74**	**1.10**	**0.00**	**53.51**	**1.45**	**0.00**	**53.51**	**1.45**	**0.00**

Summer ADA	
Days offered	25
Hours per day	6
Participation	0%
August instructional hours	**150**

FEDERAL REVENUE WORKSHEET			Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
Code	Detail						
5410-19		**Grants-in-Aid -- Unrestricted, Direct**					
	5411	Impact Aid					
	5412	Medicaid	$ 10,000	$ 15,000	$ 20,000	25,000	$ 30,000
	5413	Federal Disaster Assistance					
	5416	Federal Housing					
	5417	Federal Flood Counseling					
	5418	Reserve Officer Training Corps (ROTC)					
5420-59		**Grants-in-Aid - Restricted, Federal Through State**					
	5421	Child Development Associate (CDA) Grant					
	5427	Perkins Basic Grant, Career Education					
	5431	Perkins Tech Prep Grant, Career Education					
	5435	Workforce Investment Act (WIA) - Federal					
	5436	Adult Education & Literacy (AEL) - Federal					
	5441	Individuals with Disabilities Act (IDEA)	$ 10,260	$ 23,085	$ 34,371	$ 45,144	$ 45,144
	5442	Early Childhood Special Education - Federal					
	5445	School Lunch Program	$ 46,800	$ 107,933	$ 164,717	$ 221,753	$ 227,297
	5446	School Breakfast Program	$ 21,600	$ 49,815	$ 76,023	$ 102,348	$ 104,906
	5447	Special Milk Program					
	5448	After-School Snack Program					
	5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	$ 57,375	$ 129,094	$ 192,206	$ 252,450	$ 252,450
	5452	Title I, Part C - Migrant Education					
	5453	Title I, Part B - Student Reading Skills Improbement Grants					
	5454	Title I, Part F - Comprehensive School Reform					
	5455	Title V, ESEA - Innovative Education Programs					
	5456	Title Iv, LIFT Grant					
	5459	Twenty-First Century Grant					
5460-79		**Other Federal Restricted, Through the State**					
	5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities	$ -	$ 10,000	$ 10,000	$ 10,000	$ 10,000
	5462	Title III, ESEA - English Language Acquisition and Academice Achievement					
	5463	Education for Homeless Children and Youth	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
	5465	Title II, Part A & B, ESEA - Teacher and Principal Traning and Recruitment Fund/Mathmatics and Science Partnerships	$ 648	$ 1,458	$ 2,171	$ 2,851	$ 2,851
	5466	Title II, Part D, ESEA - Enhancing Education Through Technology					
	5472	Child Care Development Fund Grant					
	5473	National and Community Service Trust Act of 1993					
	5475	AIDS Education Grant					
	5476	Title I, Part B - Even Start Family Literacy					
	5477	Federal Emergency Management Agency (FEMA) Funds					
	5478	Vocational Rehabilitation					
5480-89		**Other Grants-in-Aid-Restricted, Federal**					
	5481	Department of Health Food Service Program					
	5482	Workforce Investment Act (WIA)					
	5483	Head Start					
	5484	Pell Grants					
	5486	Impact Aid, Restricted Purpose					
	5489	Facilities Infrastructure Improvement Grant					
	5492	Title I, Part B - Rural Education Initiative					

Planning ye	Total
0	$ -

	5497	Other Federal Revenue							
5499		**Federal Revenue -- Subtotal**	**$ 171,683**	**$ 361,384**	**$ 524,488**	**$ 684,546**	**$ 697,649**		
		Funding rates							
		Individuals with Disabilities Act (IDEA)	$ 950.00	$ 950.00	$ 950.00	$ 950.00	$ 950.00	No growth per year	
		Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	$ 750.00	$ 750.00	$ 750.00	$ 750.00	$ 750.00	No growth per year	
		Title II, Part A & B, ESEA - Teacher and Principal Traning and Recruitment Fund/Mathmatics and Science Partnerships	$ 60.00	$ 60.00	$ 60.00	$ 60.00	$ 60.00	No growth per year	
		Title III, ESEA - English Language Acquisition and Academice Achievement	$ 18.00	$ 18.00	$ 18.00	$ 18.00	$ 18.00	No growth per year	
		School Lunch Program	$ 520.00	$ 533.00	$ 546.33	$ 559.98	$ 573.98	No growth per year	
		School Breakfast Program	$ 240.00	$ 246.00	$ 252.15	$ 258.45	$ 264.92	No growth per year	
		Counts							
		Individuals with Disabilities Act (IDEA)	11	24	36	48	48		
		Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	76.50	172.13	256.28	336.60	336.60		
		Title II, Part A & B, ESEA - Teacher and Principal Traning and Recruitment Fund/Mathmatics and Science Partnerships	10.80	24.30	36.18	47.52	47.52		
		ADA	90.00	202.50	301.50	396.00	396.00		

			Prop C funding per WADA	0	$ 1,255.00	$ 1,255.00	$ 1,255.00	$ 1,255.00	0.00%	
			WADA used to calculate Prop C	0	102.49	230.60	343.34	450.96		
LOCAL REVENUE WORKSHEET				**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**		
Code	Detail			**Projected**	**Projected**	**Projected**	**Projected**	**Projected**		
5113		**Prop C**		$ -	$ 128,625.77	$ 289,407.97	$ 430,896.32	$ 565,953.37		
5140		**Earnings on Investments**								
	5141		Earnings from Temporary Deposits							
5150		**Food Service - Pupils**								
	5151		Sales to Pupils							
5160		**Food Service - Adults**								
	5161		Sales to Adults							
	5165		Food Services - Non-Program							
5170		**Enterprise Sources**								
	5171		Admissions							
	5172		Bookstore Sales							
	5173		Student Organization Membership Dues and Fees							
	5179		Other Pupil Activity Income	20,000	20,000	20,000	20,000	20,000		
5180		**Community Services**								
	5181		Community Services							
5190		**Other Revenue from Local Sources**								
	5191		Rentals						Planning Year	Total
	5192		Gifts - New School Venture Fund	150,000	150,000	150,000			200,000	650,000
	5192		Gifts - Charter School Growth Fund	125,000	125,000				150,000	400,000
	5192		Gifts - The Opportunity Trust	600,000					0	600,000
	5195		Prior Period Adjustment							
	5196		Net Receipts from Clearing Accounts							
	5198		Leasehold Improvement Loan							
5199			**Local Revenue - Subtotal**	**$ 895,000**	**$ 423,626**	**$ 459,408**	**$ 450,896**	**$ 585,953**		

STATE REVENUE WORKSHEET				Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected		
Code	Detail									
5310		**Foundation Formula, State Aid**								
	5311	**=11694*FWADA*.985-[5319 - Classroom Trust Fund]**	Basic Formula - State Monies	$ 1,180,548	$ 2,570,170	$ 3,826,698	$ 5,026,110	$ 5,026,110		
	5312	**=Home to school costs only**	Transportation	$ -	$ -	$ -	$ -	$ -		
	5314		Early Childhood (3 & 4 Year Old) Special Education							
	5317		Career Ladder/Excellence in Education Act							
	5319	**=425*ADA**	Basic Formula - Classroom Trust Fund		$ 86,063	$ 128,138	$ 168,300	$ 168,300		
	5322		Career Education/At-Risk - State							
	5324		Educational and Screening Program Entitlement/Parents as Teachers							
5330		**State Revenue**								
	5332		Career Education - State							
	5333		Food Service - State	$ 630	$ 1,418	$ 2,111	$ 2,772	$ 2,772		
	5337		Adult Education & Literacy (AEL) - State							
	5338		Adult Education Special Literacy Grant							
	5353		Job Development/Customized Training							
	5358		Safe School Initiative Grant							
	5359		Career Education Enhancement Grant							
	5362		A+ Schools Grant							
	5364		eMINTS/METS Classrooms							
	5366		MO Department of Natural Resources (DNR) Energy Loans							
	5367		MO School Age Children's Health Services Grant							
	5369		Residential Placement/Excess Cost							
	5371		Readers for the Blind							
	5372		State Emergency Management Agency (SEMA) Funds							
	5376		Select Teachers As Regional Resource							
	5377		MO Department of Natural Resources (DNR) Energy Grant							
	5381		High Need Fund - Special Education							
	5382		Missouri Preschool Project							
	5397		Other State Revenue							
5399			**State Revenue - Subtotal**	**$ 1,181,178**	**$ 2,657,650**	**$ 3,956,946**	**$ 5,197,182**	**$ 5,197,182**		
			Per FWADA Funding	$ 11,694.00	$ 11,694.00	$ 11,694.00	$ 11,694.00 s	$ 11,694.00	Inflation	0%
			Growth		0.0%	0.0%	0.0%	0.0%		
			FWADA	102.49	230.60	343.34	450.96	450.96		
			ADA	90.00	202.50	301.50	396.00	396.00		
			Food Service - State - Per Pupil	$7.00	$7.00	$7.00	$7.00	$7.00	Inflation	0%
			Growth		0.0%	0.0%	0.0%	0.0%		

	Planning Year	Year 1	Year 2	Year 3	Year 4	Total
NSVF	200,000	150,000	150,000	150,000		650,000
CSGF	150,000	125,000	125,000			400,000
TOT	0	600,000			0	600,000
Total	350,000	875,000	275,000	150,000	0	1,650,000

Believe Schools - St Louis

Year 1 Cash Flow

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
Revenues														
5100	Local (generate by completing "Local Revenue Worksheet")	$ 74,583	$ 74,583	$ 74,583	$ 74,583	$ 74,583	$ 74,583	$ 74,583	$ 74,583	$ 74,583	$ 74,583	$ 74,583	$ 74,583	
5200	County (generate by completing "County Revenue Worksheet")	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5300	State (generate by completing "State Revenue Worksheet")	$ 98,431	$ 98,431	$ 98,431	$ 98,431	$ 98,431	$ 98,431	$ 98,431	$ 98,431	$ 98,431	$ 98,431	$ 98,431	$ 98,431	
5400	Federal (generate by completing "Federal Revenue Worksheet")	$ 14,307	$ 14,307	$ 14,307	$ 14,307	$ 14,307	$ 14,307	$ 14,307	$ 14,307	$ 14,307	$ 14,307	$ 14,307	$ 14,307	
5600	Non-Current Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5800	Received from other LEAs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5899	**GRAND TOTAL REVENUES**	**$ 187,322**	**$ 187,322**	**$ 187,322**	**$ 187,322**	**$ 187,322**	**$ 187,322**	**$ 187,322**	**$ 187,322**	**$ 187,322**	**$ 187,322**	**$ 187,322**	**$ 187,322**	**$ 2,247,861**
Expenditures														
1100	Regular Programs	$ 71,771	$ 71,771	$ 71,771	$ 71,771	$ 71,771	$ 71,771	$ 71,771	$ 71,771	$ 71,771	$ 71,771	$ 71,771	$ 71,771	
1191	Summer School (Regular)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1192	Juvenile Program	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1200	Special Programs	$ 21,025	$ 21,025	$ 21,025	$ 21,025	$ 21,025	$ 21,025	$ 21,025	$ 21,025	$ 21,025	$ 21,025	$ 21,025	$ 21,025	
1300	Career Education Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1400	Student Activities	$ 2,134	$ 2,134	$ 2,134	$ 2,134	$ 2,134	$ 2,134	$ 2,134	$ 2,134	$ 2,134	$ 2,134	$ 2,134	$ 2,134	
1600	Adult/Continuing Education Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1900	Payments to Other Districts	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	$ 2,917	
1999	TOTAL INSTRUCTION (K-12 Only)	$ 97,847	$ 97,847	$ 97,847	$ 97,847	$ 97,847	$ 97,847	$ 97,847	$ 97,847	$ 97,847	$ 97,847	$ 97,847	$ 97,847	
2100	Support Services - Pupils	$ 1,459	$ 1,459	$ 1,459	$ 1,459	$ 1,459	$ 1,459	$ 1,459	$ 1,459	$ 1,459	$ 1,459	$ 1,459	$ 1,459	
2200	Support Services - Instructional Staff	$ 331	$ 331	$ 331	$ 331	$ 331	$ 331	$ 331	$ 331	$ 331	$ 331	$ 331	$ 331	
2300	Support Services - General Administration	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	
2400	Support Services - School Administration	$ 2,397	$ 2,397	$ 2,397	$ 2,397	$ 2,397	$ 2,397	$ 2,397	$ 2,397	$ 2,397	$ 2,397	$ 2,397	$ 2,397	
2500	Operation and Maintenance of Plant Services	$ 47,578	$ 47,578	$ 47,578	$ 47,578	$ 47,578	$ 47,578	$ 47,578	$ 47,578	$ 47,578	$ 47,578	$ 47,578	$ 47,578	
2550	Pupil Transportation	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 16,250	$ 16,250	
2560	Food Services	$ 10,085	$ 10,085	$ 10,085	$ 10,085	$ 10,085	$ 10,085	$ 10,085	$ 10,085	$ 10,085	$ 10,085	$ 10,085	$ 10,085	
2998	TOTAL SUPPORT SERVICES	$ 82,100	$ 82,100	$ 82,100	$ 82,100	$ 82,100	$ 82,100	$ 82,100	$ 82,100	$ 82,100	$ 82,100	$ 82,100	$ 82,100	
3000	Community Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
4000	Facilities Acquisition and Construction Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5000	Long and Short Term Debt	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
9999	**GRAND TOTAL EXPENDITURES**	**$ 179,947**	**$ 179,947**	**$ 179,947**	**$ 179,947**	**$ 179,947**	**$ 179,947**	**$ 179,947**	**$ 179,947**	**$ 179,947**	**$ 179,947**	**$ 179,947**	**$ 179,947**	**$ 2,159,363**
	Total Revenue Over/(Under) Total Expenses	$ 7,375	$ 7,375	$ 7,375	$ 7,375	$ 7,375	$ 7,375	$ 7,375	$ 7,375	$ 7,375	$ 7,375	$ 7,375	$ 7,375	
	Cumulative Cash	**$ 107,375**	**$ 114,750**	**$ 122,124**	**$ 129,499**	**$ 136,874**	**$ 144,249**	**$ 151,624**	**$ 158,998**	**$ 166,373**	**$ 173,748**	**$ 181,123**	**$ 188,498**	
	Beginning cash (from planning year)	**$ 100,000**												

Believe Schools - St Louis	Planning Year Budget
Revenues	
Title V, ESEA - Innovative Education Programs (CSP - Federal)	0
Charter School Growth Fund	150,000
New Schools Venture Fund	200,000
Leasehold Improvement and Building Purchase Loan	0
Total Revenues	**350,000.00**
Expenses	
Admin, Finance, Governance	
Financal Model and Budget Planning	15,000.00
Grant Writing Consultant	15,000.00
Legal *(optional if TOT covers)*	10,000.00
Insurance *(General Liability/Umbrella Policy)*	5,000.00
School Based	
Principal Resident Stipend	20,000.00
Technology *(ipads, hotspots, chromebooks, laptops)*	7,500.00
Recruitment, Enrollment, Marketing	
School Leadership and Staff Recruitment	5,000.00
Marketing and Promotional Materials *(digital and print)*	25,000.00
Summer Pilot	15,000.00
Staffing, Personnel	
Salary for Operations + PreLaunch	67,500.00
Stipend for Community Engagement Liason	20,000.00
Executive Director Stipend	25,000.00
Street Team Stipends	10,000.00
Charter Application Stipend Support	10,000.00

Facilities	
Leasehold Improvements	0.00
Total Expenses	**250,000.00**
Total Revenue Over/(Under) Total Expenses	**100,000.00**

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Total
Revenues														
	Title V, ESEA - Innovative Education Programs (CSP - Federal)	$ -												
	Charter School Growth Fund	$ 150,000												
	New Schools Venture Fund	$ 200,000												
	Leasehold Improvement and Building Purchase Loan													
	GRAND TOTAL REVENUES	**$ 350,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 350,000**
Expenditures														
	Financal Model and Budget Planning	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	
	Grant Writing Consultant	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	
	Legal (optional if TOT covers)	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	
	Insurance (General Liability/Umbrella Policy)	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	
	Principal Resident Stipend	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	
	Technology (ipads, hotspots, chromebooks, laptops)	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	$ 625	
	School Leadership and Staff Recruitment	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	
	Marketing and Promotional Materials (digital and print)	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	
	Summer Pilot	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	
	Salary for Operations + PreLaunch	$ 5,625	$ 5,625	$ 5,625	$ 5,625	$ 5,625	$ 5,625	$ 5,625	$ 5,625	$ 5,625	$ 5,625	$ 5,625	$ 5,625	
	Stipend for Community Engagement Liason	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	$ 1,667	
	Executive Director Stipend	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	$ 2,083	
	Street Team Stipends	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	
	Charter Application Stipend Support	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	$ 833	
	Leasehold Improvements													
	GRAND TOTAL EXPENDITURES	**$ 20,833**	**$ 20,833**	**$ 20,833**	**$ 20,833**	**$ 20,833**	**$ 20,833**	**$ 20,833**	**$ 20,833**	**$ 20,833**	**$ 20,833**	**$ 20,833**	**$ 20,833**	**$ 250,000**
	Total Revenue Over/(Under) Total Expenses	$ 329,167	$ (20,833)	$ (20,833)	$ (20,833)	$ (20,833)	$ (20,833)	$ (20,833)	$ (20,833)	$ (20,833)	$ (20,833)	$ (20,833)	$ (20,833)	
	Cumulative Cash	$ 329,167	$ 308,333	$ 287,500	$ 266,667	$ 245,833	$ 225,000	$ 204,167	$ 183,333	$ 162,500	$ 141,667	$ 120,833	**$ 100,000**	

COUNTY REVENUE WORKSHEET Code	Detail		Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
5230	**Other County Revenue**						
	5237	Other County Revenue					
5299		**County Revenue - Subtotal**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

C.1.2 Commitment Letter from The Opportunity Trust

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

C.2.1 Joule Growth Partners Statement of Work

Believe Schools
Comprehensive SOW – STL Launch & Back Office Build
June 2023

BACKGROUND
Believe Schools ("Believe") is a new CMO with one operating school in Indianapolis ("B Indy"). Building on the success of this initial, high school campus, Believe has applied to open a charter high school in St. Louis ("B STL") in Fall 2024. In the coming years, Believe expects to open 1-2 additional school campuses. Believe has approached JGP to propose a multi-tiered statement of work to: a) assist B STL (and it's 501c3) in operating through their planning year in 2023-24, b) support B STL with back-office support during the 2024-25 school year, and c) provide support, coaching, and mentorship to the Director of Growth & Strategy as she moves into a Director of Finance ("DoF") position with financial oversight of both the B STL and B Indy.

The goal of this SOW is to support Believe in successfully launching B STL while building the team's capacity to operate an efficient and effective financial office within the CMO. Depending on the amount and timing of campus growth expected, JGP will assist Believe in transitioning finance functions in house. Believe anticipates officially launching an independent CMO/central office entity in Fall 2023; support for this entity directly would be captured in a separate SOW.

ORG TIMELINE
The following locations will come online and have activity as noted in this table:

Location	2023-24	2024-25	2025-26	2026-27
B Indy	Operating	Operating	Operating	Operating
B STL	Planning	Opening (Y1)	Operating	Operating
School 3		Planning	Opening (Y1)	Operating
CMO Office	Planning/Opening	Operating	Operating	Operating
Students	320	465	720	950

JGP ACTIVITIES AND TIMELINE
Service Summary: JGP provides back-office support for B STL during its planning year and then into it's launch throughout Year 1. B Indy will continue to rely on a local back-office provider for transactional and day-to-day support. JGP will assist the DoF in oversight of this entity's work and consolidation into an overall "organization-wide" view, including the development and update of a multi-entity financial model. Additionally, JGP will provide extra coaching, support, and development for the DoF as capacity-building support during her transition into this new position.

Service details are in the attached appendices as follows:

a. Appendix A – B STL planning year support
b. Appendix B – 2023-25 DoF and finance oversight support
c. Appendix C – B STL Year 1 support

Appendix A
Believe St. Louis Planning Year Support

I. DELIVERABLES

Joule Growth Partners ("Contractor") will conduct the following tasks for Believe St. Louis ("BSTL"):

Summary Tasks:	Date:
1. Contractor will provide operational accounting and finance support, including setup and ongoing maintenance of QuickBooks, chart of accounts, payroll, requisition, bookkeeping (including fund accounting across revenue sources and expense types), board reporting, and grant reporting.	Ongoing
2. Contractor will assist Believe in establishing strong financial policies and procedures and will transition these procedures from the planning period into full school operation.	Ongoing
3. Contractor will provide ongoing C-level financial leadership, including monthly financial reviews and updates, financial and operational leader coaching and guidance, coordination with board and finance committee as needed, strategic financial support (e.g., "what impact would this facility cost have on the rest of my budget, or, how would I compensate for loss of enrollment?"), and assistance with grant and other proposals.	Ongoing
4. Assist in transfer of general ledger, payroll, and accounts payable processes to new provider *(if desired)*	June 2024

Included items:	Frequency:
1. Financial statements for Board of Directors and Executive Director	Monthly
2. Payroll runs (when/if applicable)	Monthly
3. Accounts payable processing	Monthly
4. Monthly transaction recording, including grant allocations, receivables, and payables	Monthly
5. Updated school budget projections	As needed

II. ENGAGEMENT ACKNOLWEDGEMENTS

Item:
1. B STL will perform required activities in support of a successful planning year.
2. B STL will provide all information required by Contractor to complete responsibilities outlined in a timely and consistent manner throughout this scope of work.

3. B STL will partner with Contractor to establish and maintain financial, payroll, board, etc. policies and procedures as needed

4. B STL's Board of Directors retains fiduciary responsibility for the organization and will be an active participant in oversight

5. Item requests made with less than 3 business days' notice and/or turnaround time will be processed as possible but not guaranteed.

Appendix B
Director of Finance Support and Financial Oversight

BACKGROUND: Believe's Director of Growth and Strategy ("TV") has been part of the team since the organization's launch in 2019. As Believe grows into a second state and with the goal of opening a third campus in the coming years, Believe wishes to transition this role into a Director of Finance ("DoF") and has contracted with JGP to provide guidance and development to support DoF's growth in the role and overall financial leadership. Additional financial leadership tasks to assist in overall network operations are included in this body of work as noted.

Development Areas Identified for DoF

- **Request:** Review financial systems and processes and recommend enhancements that will enable instruction, operations, development, and talent teams to more easily understand the benefits and costs of potential strategic and operational decisions.
    - **JGP:** Broken into Activities 1 – 3 in table below
- **Request:** Oversee/Management of grant programs, real estate, compliance
    - **JGP:** Broken into Activities 4 – 6 in the table below
- **Request:** Plan, direct and coordinate, through subordinate level supervisors, the Department's work plan; meet with staff to identify and resolve problems; assign projects and programmatic areas of responsibility; review and evaluate work methods and procedures.
    - **JGP:** Activity 7
- **Request:** Lead and represent the finance function at Board meetings, including financial updates and providing strategic insight as needed, particularly in the absence of a (possible, future) CFO.
    - **JGP:** Activity 8

JGP Support

JGP has scoped a professional development and support cycle encompassing broad, formal quarterly check ins that are mapped against the overall finance function (budget planning, performance analysis, and model updating), with supplementary ad hoc check ins and support to address items that arise outside of this cycle. An initial mapping of these activities is included here:

	Task	PD Frequency	PD Pathway
1.	Review financial systems and processes	Upfront and annually thereafter (also during periods of significant growth/change)	Walk through w/ review and comments; can incl finance systems, policies, and EE handbook
2.	Annual budget preparation and review	Annually	Collaboration
3.	Financial analysis and communication	Monthly/quarterly and ad hoc as needed	Build into quarterly consultations; gradual release for DoF to provide monthly support to the team and reach out when ad hoc needs arise
4.	Oversee/management of grant programs	Month/quarterly	Build into quarterly cycle

5.	Oversee real estate	Ad hoc	Collaboration on a transaction-basis (loans/leases); “maintenance” activities included in quarterly cycle
6.	Oversee compliance	Quarterly	Collaboration and gradual release to DoF to review; build into quarterly cycle
7.	Oversight of functional leads	Mixture of upfront (structure/process) and ad hoc as items arise	Collaboration and build into quarterly cycles
8.	Board reporting	Monthly/quarter	Collaboration and gradual release of responsibilities; in-depth review and consultation in quarterly cycles

Additional tasks included:

- JGP will utilize CMO modeling to-date to develop an updated model to reflect school and CMO plans as of Fall 2023. This model will be updated quarterly.

Appendix C
B STL Year 1 Back Office Support

I. DELIVERABLES

Joule Growth Partners (Contractor) will conduct the following tasks for Believe St. Louis Academy (School):

Summary Tasks [goal]:	Date:
1. Financial processing and recording, inclusive of A/P and payroll, as noted in Exhibit 1	Ongoing
2. Financial management, inclusive of monthly financial statements, cash flow analysis, audit support, and budgeting, as noted in Exhibit 1	Ongoing
3. Financial leadership, inclusive of multi-year forecasting, budget analysis and reforecasting, and leadership in partnership with School Leader and the Board of Directions, as noted in Exhibit 1	Ongoing
4. Monthly consultation with School leader and BOD	Ongoing
5. Additional financial and compliance reporting for a Missouri charter school, per detail in Exhibit 1	Ongoing
6. Support for School leader and BOD in meeting Commission financial requirements	Ongoing

II. ENGAGEMENT ACKNOLWEDGEMENTS

Item:
1. School acknowledges the service matrix in Exhibit 1 and that Contractor's responsibilities are explicitly outlined therein
2. School will provide all information required by Contractor to complete responsibilities outlined in Exhibit 1 in a timely and consistent manner throughout this scope of work
3. School will partner with Contractor to establish and maintain financial, payroll, etc. policies and procedures as needed
4. School's Board of Directors retains fiduciary responsibility for the organization and will be an active participant in oversight, including maintenance of cash reserves in excess of 30 days cash on hand at all times; failure to do so may result in supplemental work from and charges due to Contractor
5. Contractor may partner with a bookkeeping firm to provide transactional support and will maintain oversight of (and responsibility for) this partner's performance and expenses

Appendix C – Exhibit 1: Services Included

Section A - Nonprofit Financial Management and Leadership

	Included?
Financial Leadership	

- *Likely includes additional capacity; e.g. would project that this team could also service additional school campuses OR a related nonprofit*
- *Assumption that funders would be most supportive of this approach*
- *Believe is small enough that if this team ONLY serves 3 campuses and a central office, there may be unused capacity*

OPTION C: Internal Finance Dept. w/existing DoF

Location	**2023-24**	**2024-25**	**2025-26**	**2026-27**
Indy Books	$55k	$70k	$0k	$0k
JGP	$84k	$120k	$75k	$60k
Believe Acct's	$0	$0k	$150k	$160k
Total	$139k	$190k	$225k	$220k

Service Summary: This option is similar to Option B but foregoes a new employee DoF for additional support from JGP and the transition of existing employee to become DoF. Believe continues to rely on third-party in Indianapolis through the 2024-25 school year. JGP manages the planning year in STL while providing finance development for the DoF. JGP provides back office support for B STL in 2024-24. As of the 2025-26 school year, the DoF hires a two accountants to manage the school locations and JGP continues to assist in the oversight of these employees and supports the DoF while ramping down engagement.

Analysis:

Strengths

- *Perhaps the most cost-effective route*
- *Builds internal finance capacity and provides professional development support and investment in the DoF*

Weaknesses

- *Requires internal EE shift from growth and strategy to finance*
- *Does not build excess capacity like Option B (at least in years projected)*

BELIEVE SCHOOLS, INC. AND AFFILIATE

CONSOLIDATED FINANCIAL STATEMENTS
Together with Independent Auditors' Report

For the Years Ended June 30, 2022 and 2021

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITORS' REPORT	1 - 2
CONSOLIDATED FINANCIAL STATEMENTS	
Consolidated Statements of Financial Position	3
Consolidated Statements of Activities and Change in Net Assets	4
Consolidated Statements of Functional Expenses	5
Consolidated Statements of Cash Flows	6
Notes to the Consolidated Financial Statements	7 - 12
OTHER REPORT	13

Independent Auditors' Report

The Board of Directors
Believe Schools, Inc.

Opinion

We have audited the accompanying consolidated financial statements of Believe Schools, Inc. and Affiliate which comprise the consolidated statements of financial position as of June 30, 2022 and 2021, and the related consolidated statements of activities and change in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of Believe Schools, Inc. and Affiliate as of June 30, 2022 and 2021, and the changes in its net assets, functional expenses, and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America ("GAAS"). Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Consolidated Financial Statements section of our report.

We are required to be independent of Believe Schools, Inc. and Affiliate and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Believe Schools, Inc. and Affiliate's ability to continue as a going concern for one year after the date the consolidated financial statements are issued.

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in consolidated financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Believe Schools, Inc. and Affiliate's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Believe Schools, Inc. and Affiliate's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audits.

DONOVAN

Indianapolis, Indiana
December 13, 2022

BELIEVE SCHOOLS, INC. AND AFFILIATE
CONSOLIDATED STATEMENTS OF FINANCIAL POSITION
June 30, 2022 and 2021

	2022	2021
ASSETS		
CURRENT ASSETS		
Cash	$ 472,522	$ 527,484
Grants receivable	203,127	76,254
Prepaid expenses	9,258	19,125
Total current assets	684,907	622,863
PROPERTY AND EQUIPMENT		
Building and improvements	2,999,680	22,000
Equipment and technology	37,487	-
Vehicles	70,345	48,195
Less: accumulated depreciation	(84,259)	(6,835)
Property and equipment, net	3,023,253	63,360
TOTAL ASSETS	$ 3,708,160	$ 686,223
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 195,094	$ 84,785
LONG-TERM LIABILITIES		
Notes payable	3,003,703	-
Less: unamortized debt issuance costs	(91,889)	-
Deferred rent payable	-	68,108
Total long-term liabilities, net of unamortized debt issurance costs	2,911,814	68,108
Total liabilities	3,106,908	152,893
NET ASSETS, WITHOUT DONOR RESTRICTIONS	601,252	533,330
TOTAL LIABILITIES AND NET ASSETS	$ 3,708,160	$ 686,223

See independent auditors' report and accompanying notes to the consolidated financial statements

BELIEVE SCHOOLS, INC. AND AFFILIATE
CONSOLIDATED STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS
For the Years Ended June 30, 2022 and 2021

	2022	2021
REVENUE AND SUPPORT		
State education support	$ 1,015,769	$ 427,704
Federal and state grant revenue	1,849,829	1,316,879
Interest income	155	348
Other income	4,465	4,663
Total revenue and support	2,870,218	1,749,594
EXPENSES		
Program services	2,184,416	1,299,640
Management and general	617,880	405,101
Total expenses	2,802,296	1,704,741
CHANGE IN NET ASSETS FROM OPERATIONS	67,922	44,853
PAYCHECK PROTECTION PROGRAM LOAN FORGIVENESS INCOME	-	12,474
CHANGE IN NET ASSETS	67,922	57,327
NET ASSETS, BEGINNING OF YEAR	533,330	476,003
NET ASSETS, END OF YEAR	$ 601,252	$ 533,330

See independent auditors' report and accompanying notes to the consolidated financial statements

BELIEVE SCHOOLS, INC. AND AFFILIATE
CONSOLIDATED STATEMENTS OF FUNCTIONAL EXPENSES
For the Years Ended June 30, 2022 and 2021

	2022			2021		
	Program Services	Management and General	Total	Program Services	Management and General	Total
Salaries and wages	$ 787,838	$ 337,011	$ 1,124,849	$ 427,441	$ 261,700	$ 689,141
Professional services	225,524	159,509	385,033	137,946	55,459	193,405
Classroom and office supplies	207,212	23,866	231,078	97,531	26,123	123,654
Occupancy	177,818	-	177,818	258,526	-	258,526
Employee benefits	93,203	55,399	148,602	54,618	34,963	89,581
Equipment	140,034	-	140,034	147,608	-	147,608
Food costs	115,334	-	115,334	40,848	-	40,848
Information technology	88,098	4,534	92,632	49,100	625	49,725
Depreciation	77,424	-	77,424	6,835	-	6,835
Repairs and maintenance	70,885	-	70,885	31,122	-	31,122
Interest	69,694	-	69,694	-	-	-
Transportation	58,185	-	58,185	20,183	-	20,183
Travel	30,239	6,563	36,802	6,209	6,788	12,997
Insurance	27,049	-	27,049	14,644	-	14,644
Advertising	-	21,883	21,883	-	16,620	16,620
Other	15,879	9,115	24,994	7,029	2,823	9,852
Total functional expenses	$ 2,184,416	$ 617,880	$ 2,802,296	$ 1,299,640	$ 405,101	$ 1,704,741

See independent auditors' report and accompanying notes to the consolidated financial statements

BELIEVE SCHOOLS, INC. AND AFFILIATE
CONSOLIDATED STATEMENTS OF CASH FLOWS
For the Years Ended June 30, 2022 and 2021

	2022	2021
OPERATING ACTIVITIES		
Change in net assets	$ 67,922	$ 57,327
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Paycheck Protection Program loan forgiveness income	-	(12,474)
Depreciation expense	77,424	6,835
Amortization of debt issuance costs	20,420	-
Changes in certain assets and liabilities:		
Grants receivable	(126,873)	(34,434)
Prepaid expenses	9,867	(18,054)
Accounts payable and accrued expenses	110,309	70,805
Refundable advance	-	(270,000)
Deferred rent payable	(68,108)	68,108
Net cash provided by (used in) operating activities	90,961	(131,887)
INVESTING ACTIVITIES		
Purchases of property and equipment	(145,923)	(60,195)
NET CHANGE IN CASH	(54,962)	(192,082)
CASH, BEGINNING OF YEAR	527,484	719,566
CASH, END OF YEAR	$ 472,522	$ 527,484
SUPPLEMENTAL INFORMATION		
Cash paid for interest	$ 44,222	$ -
Building acquired with notes payable	2,891,394	-
Debt issuance costs funded with notes payable	112,309	-

See independent auditors' report and accompanying notes to the consolidated financial statements

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

General – Believe Schools, Inc. is a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. Believe Schools, Inc. commenced operations as a public charter school on July 1, 2020 under Indiana Code 20-24 and is sponsored by the Office of Education Innovation ("OEI") of the Mayor of the City of Indianapolis. Believe Schools, Inc. served approximately 120 students in grades nine through eleven during the 2021-2022 school year (approximately 55 students in grades nine and ten during the 2020-2021 school year).

Build Believe Properties, LLC, a wholly-owned subsidiary of Believe Schools, Inc., was formed in January 2022 to purchase the school facility. Build Believe Properties, LLC closed on the property on January 28, 2022.

Principles of Consolidation – The accompanying consolidated financial statements include the accounts of both Believe Schools, Inc. and Build Believe Properties, LLC, collectively referred to as the "School". All intercompany transactions and balances have been eliminated in consolidation.

Basis of Accounting and Use of Estimates – The accompanying consolidated financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

Consolidated Financial Statement Presentation – The School reports its consolidated financial position and activities according to two classes of net assets:

- net assets without donor restrictions, which includes unrestricted resources available for the operating objectives of the School; and
- net assets with donor restrictions, which represent resources restricted by donors for specific time or purpose.

As of June 30, 2022 and 2021, the School had only net assets without donor restrictions.

Cash and Cash Equivalents – Cash consists of cash held in bank accounts and cash equivalents consists of short-term, highly liquid investments with original maturities of three months or less. As of June 30, 2022 and 2021, there were no cash equivalents.

Grants Receivable – Grants receivable relate primarily to activities funded under federal programs and legislation enacted by the State of Indiana. The School believes it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

Debt Issuance Costs – During the year ended June 30, 2022, the School incurred costs totaling $112,309 associated with securing financing to purchase the school facility. Amortization is provided on a straight-line basis over the term of the agreement (66 months). Amortization expense for the year ended June 30, 2022 was $20,420 and is included in interest expense. As provided by ASU 2015-03, *Simplifying the Presentation of Debt Issuance Costs*, debt issuance costs are presented as a direct deduction from the carrying amount of the related debt liability.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

Property and Equipment – Purchases of assets and expenditures over $500 for equipment and $15,000 for non-equipment that materially increase value or extend useful lives are capitalized and are included in the accounts at cost. Routine maintenance and repairs, minor replacement costs, and small equipment purchases are charged to expense as incurred.

Depreciation is provided over the estimated useful lives of the respective assets using the straight-line method. The estimated useful lives generally are as follows:

Building and improvements	3 - 40 years
Equipment and technology	5 years
Vehicles	5 years

Reclassifications – Certain reclassifications have been made to the consolidated statements of activities and change in net assets and functional expenses for the year ended June 30, 2021 to conform to the year ended June 30, 2022 presentation. There is no effect to previously reported net assets as of June 30, 2021.

Taxes on Income – Believe Schools, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization; however, Believe Schools, Inc. would be subject to tax on income unrelated to its tax-exempt purpose. For the years ended June 30, 2022 and 2021, no accounting for federal and state income taxes was required to be included in the accompanying consolidated financial statements.

As a wholly-owned subsidiary of Believe Schools, Inc., the accounts and balances of Build Believe Properties, LLC are reported on Believe Schools, Inc.'s tax filings.

Professional accounting standards require Believe Schools, Inc. to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. Believe Schools, Inc. has examined this issue and has determined there are no material contingent tax liabilities or questionable tax positions. Tax years ended after June 30, 2018 are currently open to audit for both federal and state purposes.

Subsequent Events – The School evaluated subsequent events through December 13, 2022, the date these consolidated financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the consolidated financial statements or related disclosures would be required.

NOTE 2 - REVENUE RECOGNITION

Revenue Recognition – Revenues primarily come from resources provided under the Indiana Charter Schools Act. Under the Act, the School receives an amount per student in relation to the funding received by other public schools in the same geographic area. Funding from the State of Indiana is based on enrollment and paid in monthly installments in July through June coinciding with the academic school year. Revenue is recognized in the year in which the educational services are rendered.

A significant portion of the School's revenue is the product of cost reimbursement grants. Accordingly, the School recognizes revenue under these grants in the amount of costs and expenses at the time they are incurred. Incurring approved costs under the grants is considered satisfaction of the performance obligation.

Disaggregation of Revenue – Revenue is disaggregated on the consolidated statements of activities and change in net assets.

NOTE 3 - PAYCHECK PROTECTION PROGRAM

In response to the COVID-19 pandemic, the United States federal government adopted the Coronavirus Aid, Relief, and Economic Security ("CARES") Act which includes the Paycheck Protection Program ("PPP") administered through the Small Business Administration. The proceeds from the PPP notes payable can be used for costs related to payroll, employee healthcare, rent, and utilities. On April 24, 2020, the School was granted a loan from JPMorgan Chase Bank, N.A. in the amount of $12,474, pursuant to the PPP under Division A, Title I of the CARES Act.

The note was forgiven in full on April 1, 2021 and recorded as PPP loan forgiveness income during the year ended June 30, 2021.

NOTE 4 - SCHOOL FACILITY LEASE

Prior to January 2022, the School leased its facility from an unrelated party. The lease payments escalated over the term of the lease. In accordance with U.S. GAAP, the School recorded rent expense using the straight-line method over the term of the lease. The difference between recorded rent expense and the actual cash outflow was presented on the June 30, 2021 consolidated statement of financial position as deferred rent payable with a balance of $68,108.

During January 2022, the School purchased the facility (Note 5). Accordingly, the lease agreement was terminated and the deferred rent balance was reduced to zero through an adjustment to current year occupancy costs.

For the years ended June 30, 2022 and 2021, rent expense was $85,587 and $188,108, respectively.

NOTE 5 - NOTES PAYABLE

During the year ended June 30, 2022, the School financed the purchase of the school facility. There were no notes payable outstanding at June 30, 2021. Notes payable at June 30, 2022 consisted of the following:

Note payable to BlueHub Loan Fund, Inc. Loan amount available up to $2,600,000 to be used for building purchase and improvements. Interest only due through January 2024 at 5.25%, followed thereafter by principal and interest amortized over 20 years, maturity at June 30, 2027	$	2,301,203
Note payable to CSGF Facility Fund III, LLC. Loan amount of $500,000 to be used for building purchase and improvements. Interest only due through maturity at 2.50%, maturity at June 30, 2027		500,000
Note payable to Center for Innovative Education Solutions, Inc. Loan amount of $202,500 to be used for building purchase and improvements. No interest due or accrued through maturity, maturity at June 30, 2027		202,500
Total of notes payable at June 30, 2022	$	3,003,703

The notes payable are secured by a mortgage on the building and lien on substantially all assets of the School. The note agreements contain certain covenants that limit the School's ability to create additional indebtedness. The agreements also contain covenants as follows:

- Debt Service Coverage Ratio:
  - Years 1-2: 1.05 to 1.00
  - Years 3-4: 1.15 to 1.00
  - Years 5-7: 1.20 to 1.00
- Minimum of 30 Days Cash on Hand

The School is not under obligation to meet these covenants until the year ended June 30, 2023.

Annual principal maturities of the notes payable are as follows for the years ending June 30:

2023	$	-
2024		27,433
2025		68,334
2026		72,009
2027		2,835,927
	$	3,003,703

NOTE 6 - RETIREMENT PLANS

The School maintains a defined contribution Section 403(b) retirement plan covering substantially all employees. The plan allows employees to make salary deferral contributions and provides that the School will make contributions at its discretion. For the years ended June 30, 2022 and 2021, the School contributed 3% of defined compensation to eligible employees. Retirement plan expense was $30,676 and $16,562 for the years ended June 30, 2022 and 2021, respectively.

NOTE 7 - COMMITMENT

The School operates under a charter granted by OEI. As the sponsoring organization, OEI exercises certain oversight responsibilities. Beginning on July 1st before the School's fourth school year, OEI will assess a fee equal to 1% of the basic tuition support received by the School. No management fees were paid during the years ended June 30, 2022 and 2021.

The charter agreement requires the School to establish an escrow account of no less than $30,000 should a dissolution occur, which the School has established and is included in the cash balance on the consolidated statements of financial position.

NOTE 8 - RISKS AND UNCERTAINTIES

The School provides educational instruction services to families residing in Marion and surrounding counties in Indiana and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the School. Additionally, the School is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the School.

Bank deposits are maintained at JPMorgan Chase Bank, N.A. and are insured up to the FDIC insurance limit. As of June 30, 2022 and 2021, and at times during the years then ended, cash balances exceeded the FDIC insured limit.

NOTE 9 - LIQUIDITY

Financial assets held by the School include cash and grants receivable totaling $675,649 and $603,738 as of June 30, 2022 and 2021, respectively. Financial assets are entirely available to meet cash needs for general expenditures within one year with the exception of the $30,000 escrow account required by OEI.

From time to time, the School receives donor restricted contributions. Because donor restrictions require resources to be used in a particular manner or in a future period, the School must maintain sufficient resources to meet those responsibilities to its donors. Thus, financial assets may not be available for general expenditure within one year. As part of the School's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due.

NOTE 10 - FUNCTIONAL EXPENSE REPORTING

The costs of providing the educational activities have been summarized on a functional basis in the consolidated statements of activities and change in net assets. Management of the School has categorized expenses as program services or management and general according to the underlying nature of the expense. As such, no allocation of specific transactions between these categories was required.

BELIEVE SCHOOLS, INC. AND AFFILIATE
OTHER REPORT
For the Year Ended June 30, 2022

The report presented herein was prepared in addition to another official report prepared for the School as listed below:

Supplemental Audit Report of Believe Schools, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools*.

C.2.3 BELIEVE Schools Form 990

Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat, select the "Actual Size" in the Adobe "Print" dialog.

GOVERNMENT COPY

Donovan CPAs

February 7, 2023

Believe Schools, Inc.
2540 N. Capital Avenue
Indianapolis, IN 46202

Dear Teagan:

Enclosed is the organization's 2021 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has been prepared for electronic filing. If you wish to have it transmitted electronically to the IRS, please sign, date, and return Form 8879-TE to our office. We will then submit the electronic return to the IRS. Do not mail a paper copy of the return to the IRS. Return Form 8879-TE to us by May 15, 2023.

INDIANA FORM NP-20:

The Indiana Form NP-20 should be mailed on or before May 15, 2023 to:

Indiana Department of Revenue
Tax Administration
P.O. Box 6481
Indianapolis, Indiana 46206-6481

No payment is required.

The report should be signed and dated by the authorized individual(s).

Copies of all the returns are enclosed for your files. We suggest that you retain these copies indefinitely.

Very truly yours,

Benjamin A. Lippert, CPA

www.cpadonovan.com AVON 5151 E. US Hwy 36, Avon IN 46123 T: 317.745.6411 INDIANAPOLIS 9292 N. Meridian Street, Suite 150, Indianapolis, IN 46260 T: 317.844.8300

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS e-file Signature Authorization for a Tax Exempt Entity

For calendar year 2021, or fiscal year beginning JUL 1 , 2021, and ending JUN 30 , 20 22

▶ **Do not send to the IRS. Keep for your records.**

▶ **Go to www.irs.gov/Form8879TE for the latest information.**

OMB No. 1545-0047

2021

Name of filer

BELIEVE SCHOOLS, INC.

EIN or SSN

83-3062439

Name and title of officer or person subject to tax KIMBERLY NEAL-BRANNUM
EXECUTIVE DIRECTOR

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a	**Form 990** check here ▶	X	b	**Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b 2,870,218.
2a	**Form 990-EZ** check here ▶		b	**Total revenue,** if any (Form 990-EZ, line 9)	2b
3a	**Form 1120-POL** check here ▶		b	**Total tax** (Form 1120-POL, line 22)	3b
4a	**Form 990-PF** check here ▶		b	**Tax based on investment income** (Form 990-PF, Part V, line 5)	4b
5a	**Form 8868** check here ▶		b	**Balance due** (Form 8868, line 3c)	5b
6a	**Form 990-T** check here ▶		b	**Total tax** (Form 990-T, Part III, line 4)	6b
7a	**Form 4720** check here ▶		b	**Total tax** (Form 4720, Part III, line 1)	7b
8a	**Form 5227** check here ▶		b	**FMV of assets at end of tax year** (Form 5227, Item D)	8b
9a	**Form 5330** check here ▶		b	**Tax due** (Form 5330, Part II, line 19)	9b
10a	**Form 8038-CP** check here ▶		b	**Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____ , (EIN) _____ and that I have examined a copy of the 2021 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize DONOVAN, P.C. to enter my PIN 62439

ERO firm name

Enter five numbers, but do not enter all zeros

as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax ▶ Date ▶

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 35444125500

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2021 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ▶ DONOVAN, P.C. Date ▶ 02/07/23

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat, select the "Actual Size" in the Adobe "Print" dialog.

STATE COPY

BELIEVE SCHOOLS, INC.
2540 N. CAPITAL AVENUE
INDIANAPOLIS, IN 46202

INDIANA DEPARTMENT OF REVENUE
TAX ADMINISTRATION
P.O. BOX 6481
INDIANAPOLIS, INDIANA 46206-6481

FORM NP-20

126340
04-01-21

EXTENSION REQUEST FOR INDIANA FORM NP-20

Form **8868**
(Rev. January 2022)

Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.*

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.	Taxpayer identification number (TIN)
BELIEVE SCHOOLS, INC.	83-3062439

Number, street, and room or suite no. If a P.O. box, see instructions.
2540 N. CAPITAL AVENUE

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
INDIANAPOLIS, IN 46202

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12
Form 990-T (corporation)	07		

- The books are in the care of ▶ KIMBERLY NEAL-BRANNUM
2540 NORTH CAPITOL AVENUE - INDIANAPOLIS, IN 46208

Telephone No. ▶ 317-643-2523 Fax No. ▶

- If the organization does not have an office or place of business in the United States, check this box ..... ▶ ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ▶ ☐. If it is for part of the group, check this box ▶ ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 15, 2023, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ ☐ calendar year _____ or
▶ ☒ tax year beginning JUL 1, 2021, and ending JUN 30, 2022.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return
☐ Change in accounting period

3a	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	**3a**	$	0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	**3b**	$	0.
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	**3c**	$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

NP-20

State Form 51062
(R12 / 8-21)

Indiana Department of Revenue
Indiana Nonprofit Organization's Annual Report
For the Calendar Year or Fiscal Year

Beginning 07 01 2021 **and Ending** 06 30 2022

Place "X" in box if: Change of Address ☐ Amended Report ☐ Final Report: ☐ Indicate Date Closed_____

Due on the 15th day of the 5th month following the end of the tax year.

NO FEE REQUIRED

Name of Organization	Telephone Number
BELIEVE SCHOOLS INC	317 296 1954

Address	County	Indiana Taxpayer Identification Number
2540 N CAPITAL AVENUE	49	

City	State	ZIP Code	Federal Employer Identification Number
INDIANAPOLIS	IN	46202	83 3062439

Printed Name of Person to Contact	Contact's Telephone Number
KIMBERLY NEAL-BRANNUM	317 643 2523

If you are filing a federal return, attach a completed copy of Form 990, 990EZ, or 990PF.

Note: If your organization has unrelated business income of more than $1,000 as defined under **Section 513** of the Internal Revenue Code, **you must also file Form IT-20NP.**

Current Information

1. Indicate number of years your organization has been in continuous existance: 3
2. Have any changes not previously reported to the Department been made in your governing instruments, (e.g.) articles of incorporation, bylaws, or other instruments of importance? If yes, attach a detailed description of changes.
3. Attach a schedule, listing the names, titles and addresses of your current officers.
4. Briefly describe the purpose or mission of your organization below.

SEE STATEMENT 1

Email Address: TVONDERHEIT@BELIEVESCHOOLS.ORG

I declare under the penalties of perjury that I have examined this return, including all attachments, and to the best of my knowledge and belief, it is true, complete, and correct.

Signature of Officer or Trustee	Title	Date
	EXECUTIVE DIRECTOR	

Name of Person(s) to Contact	Daytime Telephone Number
KIMBERLY NEAL-BRANNUM	317 643 2523

NP-20 STATEMENT 1

BELIEVE CIRCLE CITY HIGH SCHOOL IS A PUBLIC COLLEGE AND CAREER PREPARATORY HIGH SCHOOL DEDICATED TO THE ACHIEVEMENT OF STUDENTS IN THE INDIANAPOLIS 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.

FORM NP-20 LIST OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 2

NAME AND ADDRESS	TITLE
KIMBERLY NEAL-BRANNUM 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	EXECUTIVE DIRECTOR
TAYLOR HUGHES 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	CHAIR
LATONYA TURNER 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	VICE CHAIR
MARQUES WHITMIRE 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	TREASURER
JENNIFER FULK 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	SECRETARY
BUNMI AKINTOMIDE 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	MEMBER
ANDRE BENNIN 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	MEMBER
DARIAN BOUIE 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	MEMBER
MICHAEL CANADA 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	MEMBER
COURTNEY CRAWLEY 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	MEMBER
DEREK DENNIS 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	MEMBER

CHRISTL GLIER 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	MEMBER
HALEY HARSHMAN 2540 N. CAPITAL AVENUE INDIANAPOLIS, IN 46202	CO-CHAIR

EXTENDED TO MAY 15, 2023

Form **990**

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

A For the 2021 calendar year, or tax year beginning JUL 1, 2021 and ending JUN 30, 2022

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ terminated
- ☐ Amended return
- ☐ Application pending

C Name of organization
BELIEVE SCHOOLS, INC.

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) Room/suite
2540 N. CAPITAL AVENUE

City or town, state or province, country, and ZIP or foreign postal code
INDIANAPOLIS, IN 46202

F Name and address of principal officer: KIMBERLY NEAL-BRANNUM
SAME AS C ABOVE

D Employer identification number
83-3062439

E Telephone number
317-296-1954

G Gross receipts $ 2,870,218.

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

H(c) Group exemption number ▶

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ▶ WWW.BELIEVESCHOOLS.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶

L Year of formation: 2018 **M** State of legal domicile: IN

Part I Summary

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: SEE SCHEDULE O	
	2	Check this box ▶ ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.	
	3	Number of voting members of the governing body (Part VI, line 1a)	11
	4	Number of independent voting members of the governing body (Part VI, line 1b)	11
	5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	26
	6	Total number of volunteers (estimate if necessary)	11
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	0.
	b	Net unrelated business taxable income from Form 990-T, Part I, line 11	0.

			Prior Year	Current Year
Revenue	8	Contributions and grants (Part VIII, line 1h)	1,736,710.	2,865,598.
	9	Program service revenue (Part VIII, line 2g)	0.	0.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	348.	155.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	25,010.	4,465.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,762,068.	2,870,218.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	778,722.	1,273,451.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	926,019.	1,528,845.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	1,704,741.	2,802,296.
	19	Revenue less expenses. Subtract line 18 from line 12	57,327.	67,922.

			Beginning of Current Year	End of Year
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	686,223.	3,708,160.
	21	Total liabilities (Part X, line 26)	152,893.	3,106,908.
	22	Net assets or fund balances. Subtract line 21 from line 20	533,330.	601,252.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer Date

▶ KIMBERLY NEAL-BRANNUM, EXECUTIVE DIRECTOR
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
BENJAMIN A. LIPPERT, CPA	BENJAMIN A. LIPPERT,	02/07/23	☐	P01588566

Firm's name ▶ DONOVAN, P.C. Firm's EIN ▶ 35-1356555

Firm's address ▶ 5151 E US HWY 36
AVON, IN 46123

Phone no. (317) 745-6411

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III X

1 Briefly describe the organization's mission:
BELIEVE CIRCLE CITY HIGH SCHOOL IS A PUBLIC COLLEGE AND CAREER PREPARATORY HIGH SCHOOL DEDICATED TO THE ACHIEVEMENT OF STUDENTS IN THE INDIANAPOLIS AREA. OUR MISSION IS TO DEVELOP STUDENTS INTO LEADERS THROUGH A COMMUNITY THAT FOSTERS THEIR AGENCY, AUTONOMY, AND

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ..... Yes X No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ..... Yes X No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 2,184,416. including grants of $) (Revenue $)
BCCHS HAS ALMOST TRIPLED IN STUDENT ENROLLMENT FROM OPENING IN 2020. WE LAUNCHED WITH APPROXIMATELY 55 STUDENTS AND NOW SERVE APPROXIMATELY 130 STUDENTS.

4b (Code:) (Expenses $ including grants of $) (Revenue $)
30%+ OF SCHOLARS ARE DUALLY ENROLLED AT IVY TECH. OUR GOAL IS FOR OUR SCHOLARS TO GRADUATE WITH DUAL CERTIFICATION OR A DUAL DEGREE (ASSOCIATES OR BACHELORS) FROM IVY TECH OR MARIAN UNIVERSITY.

4c (Code:) (Expenses $ including grants of $) (Revenue $)
SOCIAL EMOTIONAL LEARNING: ROUGHLY 45% OF BCCHS SCHOLARS ARE ENROLLED IN THERAPY AND/OR COUNSELING SERVICES THROUGH OUR EXTERNAL PARTNER, ONE SENSIBLE SOLUTIONS. OSS HAS FOUR THERAPISTS THAT COME ON-SITE TO BCC WEEKLY TO MEET WITH SCHOLARS. ADDITIONALLY, BCCHS OFFERS WEEKLY ONE-ON-ONE MEDITATION CLASSES FOR SCHOLARS TO UTILIZE AS NEEDED OR REQUESTED.

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ▶ 2,184,416.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	37		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c			

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

				Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	26		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b		X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file.* See instructions.				
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a			X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*	3b			
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a			X
b	If "Yes," enter the name of the foreign country ▶ _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a			X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b			X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c			
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a			X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b			
7	**Organizations that may receive deductible contributions under section 170(c).**				
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a			X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b			
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c			X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e			
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f			
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g			
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h			
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8			
9	**Sponsoring organizations maintaining donor advised funds.**				
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a			
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b			
10	**Section 501(c)(7) organizations.** Enter:				
a	Initiation fees and capital contributions included on Part VIII, line 12	10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11	**Section 501(c)(12) organizations.** Enter:				
a	Gross income from members or shareholders	11a			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	12a			
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**				
a	Is the organization licensed to issue qualified health plans in more than one state? **Note:** See the instructions for additional information the organization must report on Schedule O.	13a			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c	Enter the amount of reserves on hand	13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a			X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	14b			
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15			X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16			X
17	**Section 501(c)(21) organizations.** Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17			

Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	11		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	11		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b		X
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ IN

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records ▶

KIMBERLY NEAL-BRANNUM - 317-643-2523

2540 NORTH CAPITOL AVENUE, INDIANAPOLIS, IN 46208

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) KIMBERLY NEAL-BRANNUM EXECUTIVE DIRECTOR	40.00			X				146,337.	0.	0.
(2) TAYLOR HUGHES CHAIR	0.50	X		X				0.	0.	0.
(3) LATONYA TURNER VICE CHAIR	0.50	X		X				0.	0.	0.
(4) MARQUES WHITMIRE TREASURER	0.50	X		X				0.	0.	0.
(5) JENNIFER FULK SECRETARY	0.50	X		X				0.	0.	0.
(6) BUNMI AKINTOMIDE MEMBER	0.50	X						0.	0.	0.
(7) ANDRE BENNIN MEMBER	0.50	X						0.	0.	0.
(8) DARIAN BOUIE MEMBER	0.50	X						0.	0.	0.
(9) MICHAEL CANADA MEMBER	0.50	X						0.	0.	0.
(10) COURTNEY CRAWLEY MEMBER	0.50	X						0.	0.	0.
(11) DEREK DENNIS MEMBER	0.50	X						0.	0.	0.
(12) CHRISTL GLIER MEMBER	0.50	X						0.	0.	0.
(13) HALEY HARSHMAN CO-CHAIR	0.50	X						0.	0.	0.

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal ▶								146,337.	0.	0.
c Total from continuation sheets to Part VII, Section A ▶								0.	0.	0.
d Total (add lines 1b and 1c) ▶								146,337.	0.	0.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 1

		Yes	No
3	Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*		X
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
IVY TECH FOUNDATION, 50 FALL CREEK PARKWAY N DR, INDIANAPOLIS, IN 46208	RENT	160,565.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 1

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	1,723,693.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	1,141,905.				
	g Noncash contributions included in lines 1a-1f	1g	$				
	h **Total.** Add lines 1a-1f			2,865,598.			
Program Service Revenue			**Business Code**				
	2a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g **Total.** Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)			155.			155.
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
			(i) Real	(ii) Personal			
	6a Gross rents	6a					
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
			(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory	7a					
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
	b Less: direct expenses	8b					
	c Net income or (loss) from fundraising events						
	9a Gross income from gaming activities. See Part IV, line 19	9a					
	b Less: direct expenses	9b					
	c Net income or (loss) from gaming activities						
	10a Gross sales of inventory, less returns and allowances	10a					
	b Less: cost of goods sold	10b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue			**Business Code**				
	11a OTHER INCOME		900099	4,465.	4,465.		
	b						
	c						
	d All other revenue						
	e **Total.** Add lines 11a-11d			4,465.			
	12 **Total revenue.** See instructions			2,870,218.	4,465.	0.	155.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	167,682.	116,468.	51,214.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	970,499.	679,732.	290,767.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	24,676.	15,477.	9,199.	
9 Other employee benefits	32,814.	16,235.	16,579.	
10 Payroll taxes	77,780.	53,129.	24,651.	
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting	69,064.		69,064.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	317,768.	225,524.	92,244.	
12 Advertising and promotion	21,883.		21,883.	
13 Office expenses	231,078.	207,212.	23,866.	
14 Information technology	92,632.	88,098.	4,534.	
15 Royalties				
16 Occupancy	177,818.	177,818.		
17 Travel	36,802.	30,239.	6,563.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	69,694.	69,694.		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	77,424.	77,424.		
23 Insurance	27,049.	27,049.		
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a EQUIPMENT	140,034.	140,034.		
b FOOD COSTS	115,334.	115,334.		
c REPAIRS AND MAINTENANCE	70,885.	70,885.		
d TRANSPORTATION	58,185.	58,185.		
e All other expenses	23,195.	15,879.	7,316.	
25 **Total functional expenses.** Add lines 1 through 24e	2,802,296.	2,184,416.	617,880.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ▶ ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing		27,331.	1	
	2	Savings and temporary cash investments		500,153.	2	472,522.
	3	Pledges and grants receivable, net		76,254.	3	203,127.
	4	Accounts receivable, net			4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		19,125.	9	9,258.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 3,107,512.			
	b	Less: accumulated depreciation	10b 84,259.	63,360.	10c	3,023,253.
	11	Investments - publicly traded securities			11	
	12	Investments - other securities. See Part IV, line 11			12	
	13	Investments - program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11			15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		686,223.	16	3,708,160.
Liabilities	17	Accounts payable and accrued expenses		84,785.	17	195,094.
	18	Grants payable			18	
	19	Deferred revenue			19	
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		68,108.	25	2,911,814.
	26	**Total liabilities.** Add lines 17 through 25		152,893.	26	3,106,908.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ▶ ☒ and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		533,330.	27	601,252.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ▶ ☐ and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		533,330.	32	601,252.
	33	Total liabilities and net assets/fund balances		686,223.	33	3,708,160.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	2,870,218.
2	Total expenses (must equal Part IX, column (A), line 25)	2	2,802,296.
3	Revenue less expenses. Subtract line 2 from line 1	3	67,922.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	533,330.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	601,252.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c		X
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization
BELIEVE SCHOOLS, INC.

Employer identification number
83-3062439

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ..... ▶ ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2020 Schedule A, Part II, line 14 ..... 15 %

16a **33 1/3% support test - 2021.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ..... ▶ ☐

b **33 1/3% support test - 2020.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ..... ▶ ☐

17a **10% -facts-and-circumstances test - 2021.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ..... ▶ ☐

b **10% -facts-and-circumstances test - 2020.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ..... ▶ ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ..... ▶ ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2021** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2020** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2021.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

b **33 1/3% support tests - 2020.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	**11a**		
b	A family member of a person described on line 11a above?	**11b**		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	**11c**		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	**1**		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	**3**		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

- **a** ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*
- **b** ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*
- **c** ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No" provide details in* **Part VI.**	**3a**		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* **Part VI** *the role played by the organization in this regard.*	**3b**		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	**1**		
2 Recoveries of prior-year distributions	**2**		
3 Other gross income (see instructions)	**3**		
4 Add lines 1 through 3.	**4**		
5 Depreciation and depletion	**5**		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	**6**		
7 Other expenses (see instructions)	**7**		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	**8**		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	**1a**		
b Average monthly cash balances	**1b**		
c Fair market value of other non-exempt-use assets	**1c**		
d **Total** (add lines 1a, 1b, and 1c)	**1d**		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	**2**		
3 Subtract line 2 from line 1d.	**3**		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	**4**		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	**5**		
6 Multiply line 5 by 0.035.	**6**		
7 Recoveries of prior-year distributions	**7**		
8 **Minimum Asset Amount** (add line 7 to line 6)	**8**		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	**1**		
2 Enter 0.85 of line 1.	**2**		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	**3**		
4 Enter greater of line 2 or line 3.	**4**		
5 Income tax imposed in prior year	**5**		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	**6**		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D - Distributions			**Current Year**
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6	Other distributions (*describe in* **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9	Distributable amount for 2021 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)		**(i) Excess Distributions**	**(ii) Underdistributions Pre-2021**	**(iii) Distributable Amount for 2021**
1	Distributable amount for 2021 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2021 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2021			
a	From 2016			
b	From 2017			
c	From 2018			
d	From 2019			
e	From 2020			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2021 distributable amount			
i	Carryover from 2016 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2021 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2021 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI.** See instructions.			
6	Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7	**Excess distributions carryover to 2022.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2017			
b	Excess from 2018			
c	Excess from 2019			
d	Excess from 2020			
e	Excess from 2021			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B
(Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990 or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2021

Name of the organization

BELIEVE SCHOOLS, INC.

Employer identification number

83-3062439

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	☒ 501(c)(3) (enter number) organization
	☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	☐ 527 political organization
Form 990-PF	☐ 501(c)(3) exempt private foundation
	☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation
	☐ 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** $5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... ▶ $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

Name of organization: BELIEVE SCHOOLS, INC.

Employer identification number: 83-3062439

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	NEW SCHOOL VENTURE 1616 FRANKLIN STREET, SECOND FLOOR OAKLAND, CA 94612	$ 145,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	CHARTER SCHOOL GROWTH FUND 10901 W. 120TH AVE SUITE 450 BROOMFIELD, CO 80021	$ 310,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	THE MIND TRUST 1630 N. MERIDIAN ST INDIANAPOLIS, IN 46202	$ 408,441.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
4	UNITED WAY OF CENTRAL INDIANA 2955 N. MERIDIAN ST #300 INDIANAPOLIS, IN 46208	$ 135,528.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization

BELIEVE SCHOOLS, INC.

Employer identification number

83-3062439

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization

BELIEVE SCHOOLS, INC.

Employer identification number

83-3062439

Part III **Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e) and** the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this info. once.) ▶ $

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization
BELIEVE SCHOOLS, INC.

Employer identification number
83-3062439

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Preservation of a historically important land area
☐ Protection of natural habitat
☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ $ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

(ii) Assets included in Form 990, Part X ▶ $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

b Assets included in Form 990, Part X ▶ $

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ▶ _____%
b Permanent endowment ▶ _____%
c Term endowment ▶ _____%

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings		2,900,000.	40,278.	2,859,722.
c Leasehold improvements		99,680.	22,789.	76,891.
d Equipment		37,487.	6,323.	31,164.
e Other		70,345.	14,869.	55,476.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ▶				3,023,253.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)* ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) NOTES PAYABLE	2,911,814.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶	2,911,814.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... X

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	2,870,218.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	0.
3	Subtract line **2e** from line **1**			3	2,870,218.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	2,870,218.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	2,802,296.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	0.
3	Subtract line **2e** from line **1**			3	2,802,296.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	2,802,296.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

PROFESSIONAL ACCOUNTING STANDARDS REQUIRE BELIEVE SCHOOLS, INC. TO RECOGNIZE A TAX LIABILITY ONLY IF IT IS MORE LIKELY THAN NOT THE TAX POSITION WOULD BE SUSTAINED IN A TAX EXAMINATION, WITH A TAX EXAMINATION BEING PRESUMED TO OCCUR. THE AMOUNT RECOGNIZED IS THE LARGEST AMOUNT OF TAX LIABILITY THAT IS GREATER THAN 50% LIKELY OF BEING REALIZED ON EXAMINATION. FOR TAX POSITIONS NOT MEETING THE MORE-LIKELY-THAN-NOT TEST, NO TAX LIABILITY IS RECORDED. BELIEVE SCHOOLS, INC. HAS EXAMINED THIS ISSUE AND HAS DETERMINED THERE ARE NO MATERIAL CONTINGENT TAX LIABILITIES OR QUESTIONABLE TAX POSITIONS. TAX YEARS ENDED AFTER JUNE 30, 2018 ARE CURRENTLY OPEN TO AUDIT FOR BOTH FEDERAL AND STATE PURPOSES.

Part XIII Supplemental Information *(continued)*

SCHEDULE E
(Form 990)

Department of the Treasury
Internal Revenue Service

Schools

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
▶ **Attach to Form 990 or Form 990-EZ.**
▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization
BELIEVE SCHOOLS, INC.

Employer identification number
83-3062439

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	SEE PART II			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a		X
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

LINE 3 - EXPLANATION OF NONDISCRIMINATION POLICY:

BELIEVE'S NONDISCRIMINATORY POLICY IS PRESENT IN THE INITIAL CHARTER, PUBLICIZED IN THE EMPLOYEE AND STUDENT HANDBOOK, WEBSITE, AND WILL BE REVIEWED DURING STAFF PD AND STUDENT ORIENTATION. BELIEVE DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION (CREED), GENDER, GENDER EXPRESSION, AGE, NATIONAL ORIGIN (ANCESTRY), DISABILITY, MARITAL STATUS, SEXUAL ORIENTATION, OR MILITARY STATUS, IN ANY OF ITS ACTIVITIES.

SCHEDULE O (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization
BELIEVE SCHOOLS, INC.

Employer identification number
83-3062439

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

BELIEVE CIRCLE CITY HIGH SCHOOL IS A PUBLIC COLLEGE AND CAREER PREPARATORY HIGH SCHOOL DEDICATED TO THE ACHIEVEMENT OF STUDENTS IN THE INDIANAPOLIS 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.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

ACCELERATION PROVIDING A FOUNDATION FOR FUTURE INDEPENDENCE AND SUCCESS.

FORM 990, PART VI, SECTION A, LINE 8B:

NO COMMITTEES WERE ESTABLISHED AT THE TIME.

FORM 990, PART VI, SECTION B, LINE 11B:

COMPLETED BY THE BELIEVE EXECUTIVE AND DEAN OF OPERATIONS. THEN SENT TO REVIEW BY THE FINANCE COMMITTEE AND BOARD CHAIR FOR FINAL REVIEW AND SIGN-OFF.

FORM 990, PART VI, SECTION B, LINE 12C:

BELIEVE SCHOOLS DISTRIBUTES AN ANNUAL CONFLICT OF INTEREST FORM. OUR AUTHORIZER REQUIRES SO.

FORM 990, PART VI, SECTION B, LINE 15A:

WE REQUEST THE LAST RATE OF PAY. WE COMPARE THAT RATE OF PAY TO LOCAL COMPS

Name of the organization: BELIEVE SCHOOLS, INC.

Employer identification number: 83-3062439

IN THE AREA. WE THEN MAKE A FAIR OFFER. THIS PROCESS IS DONE WITH NO LESS THAN THREE LEADERS IN THE SCHOOL.

FORM 990, PART VI, SECTION C, LINE 19:

THESE DOCUMENTS WILL BE STORED ON OUR ON-LINE PORTAL THROUGH BOARD ON TRACK WHICH INTEGRATES WITH OUR WEBSITE.

FORM 990, PART IX, LINE 11G, OTHER FEES:

TEACHING SERVICES:

PROGRAM SERVICE EXPENSES	195,152.
MANAGEMENT AND GENERAL EXPENSES	65,600.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	260,752.

SECURITY:

PROGRAM SERVICE EXPENSES	2,372.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	2,372.

RECRUITING:

PROGRAM SERVICE EXPENSES	28,000.
MANAGEMENT AND GENERAL EXPENSES	8,391.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	36,391.

PAYROLL PROCESSING:

PROGRAM SERVICE EXPENSES	0.

Name of the organization: BELIEVE SCHOOLS, INC.

Employer identification number: 83-3062439

MANAGEMENT AND GENERAL EXPENSES	18,253.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	18,253.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	317,768.

C.2.4 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. Lous.

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

C.3.1 Facilities Requirements and Must Haves

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, recources 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	Curent 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?	
Ample Storage	

BLACKLINE
DESIGN+CONSTRUCTION

SITE IDENTIFICATION PROPOSAL

Client: The Opportunity Trust
Project: Charter School Site Identification
Date: February 29, 2023

INTRODUCTION

Intensely Client Focused

In order to serve our clients, we believe that it is important for us to understand their mission and culture: how are success and risk defined, what are key performance indicators, and how decisions are made within a client's organization. This understanding allows us to apply our extensive building expertise to maximize the benefit to our clients. Additionally, Blackline does not base its level of client service on the size of a project. Small or large, simple or complex, Blackline is committed to excellence.

OUR PROCESS

SITE IDENTIFICATION

Space Programing

Space programming is the process of determining the functional and spatial requirements of a building before the design process begins. It involves identifying the needs of the occupants and the activities that will take place in the space, as well as determining the appropriate amount of space and layout for those activities. This information is then used to guide the design of the building and will provide direction for the site search. The process involves input from stakeholders such as the building owner, occupants, and designers and may include surveys, interviews, and focus groups to gather data. The outcome of space programming is a space program document that outlines the specific requirements of the space such as square footage, circulation, adjacencies and the number of rooms needed.

Site Search

The site search is the process of identifying and evaluating existing buildings or sites for a new building**.** It involves researching and analyzing different areas in order to determine the best location for the project based on factors such as zoning, access to transportation and infrastructure, availability of utilities, and the potential impact on the surrounding community. The process typically begins with a list of potential sites, which are then narrowed down through a series of evaluations and assessments. Site visits are typically made to evaluate the physical characteristics of the building an site. Ultimately, the site selection process leads to the identification of the most suitable location for the project, which is then used to guide the design and development process. Depending on the needs of the project, Blackline may engage other real estate services providers, such as brokers, environmental consultants, and/or appraisers.

Site Selection

Blackline will complete a site comparison and present the information necessary to make a site selection. This process typically involves conducting site assessments, evaluating environmental and building conditions, and reviewing zoning regulations and other relevant laws. Blackline will draft test fit plans of the two most promising building options, and use these plans as the basis for concept level cost estimates and build out timelines. Building site comparison and selection is an important step in the overall building design and construction process and will have a significant impact on the success of a building project.

DELIVERABLES

Space Programming

(Two Client Meetings)

1. Project goal list
2. Project space list
3. Bubble diagram showing space adjacencies

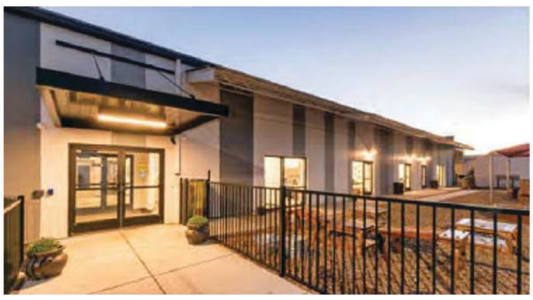
Site Search

1. Initial potential property lists
2. Various site visits (Up to six visits)
3. Overview information on selected buildings and sites
4. Final potential property list (two properties)

Site Selection

(Three Client Mettings)

1. Site assesments of two potential buildings or sites
2. Two test fit plans
3. Two square footage based construction cost opinions
4. Final building or site selection



Service Fees

Based on the above Scope of Work, we propose to provide Site Identification services according to the following fee schedule:

Space Programming- $3,438.00
Site Search- $16,457.00
Site Selection- $6,895.00
Total Fee- $26,790.00

Progress invoices will be issued monthly to Client. Payment of invoices will be due within 10 days from receipt of invoice.

This fee does not include the costs of other consultants which may be required during the site identification process. Necessary consultants may include engineers, environmental consultants, attorneys, appraisers, or brokers. If other professional services are determined to be needed, they will be engaged under separate agreements.

Acceptance of Proposal

We appreciate the opportunity to provide you with this proposal. On receipt of the signed proposal, we will commence work on Space Programming and Site Search. If you have any questions about our assumptions or how we arrived at our fees, please call me. If you feel that this scope of services exceeds your needs or is not commensurate with your budget for the work, we would be glad to discuss any changes that may be necessary to ensure that the project proceeds. We welcome this opportunity and look forward to working with you on this project.

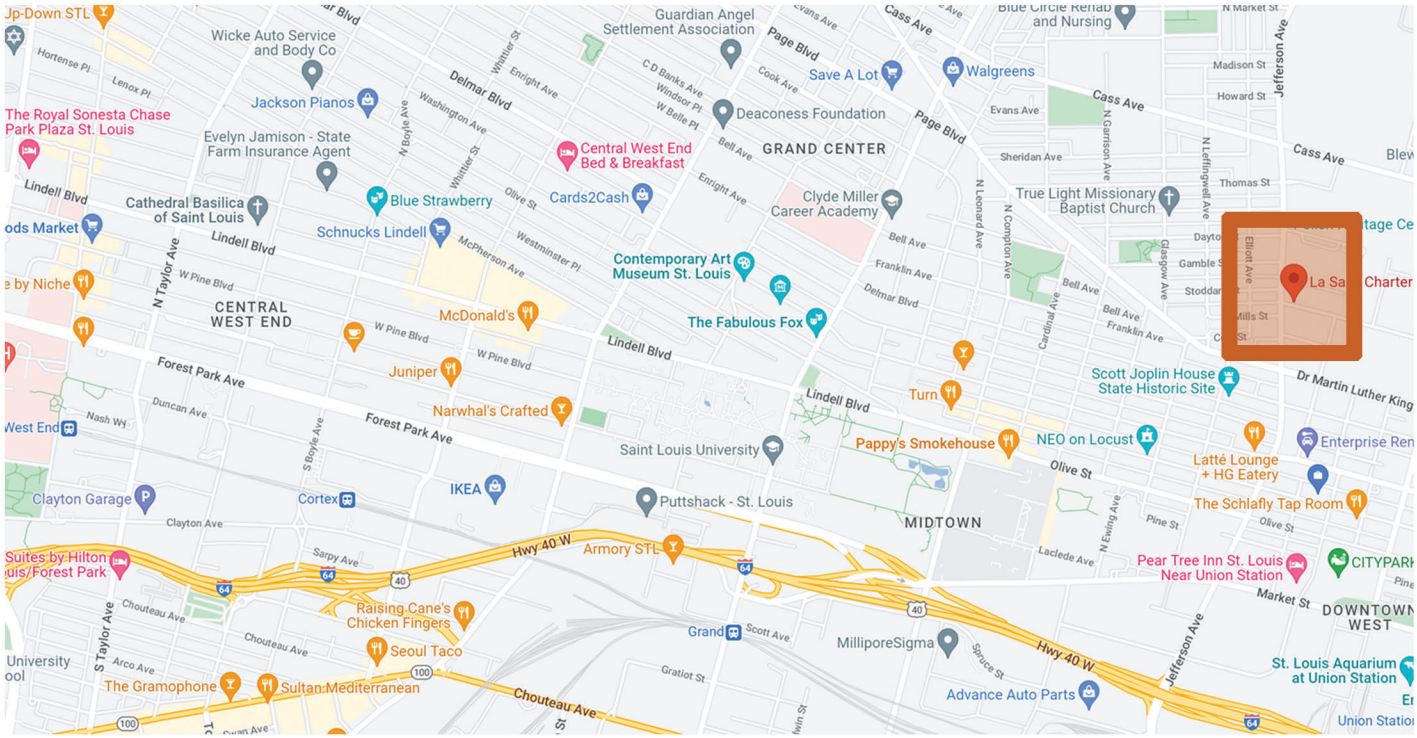
Mark Groenda
President
mgroenda@blacklinestl.com

Agreed to by:

The Opportunity Trust

Authorized Representative Date

Printed Name and Title

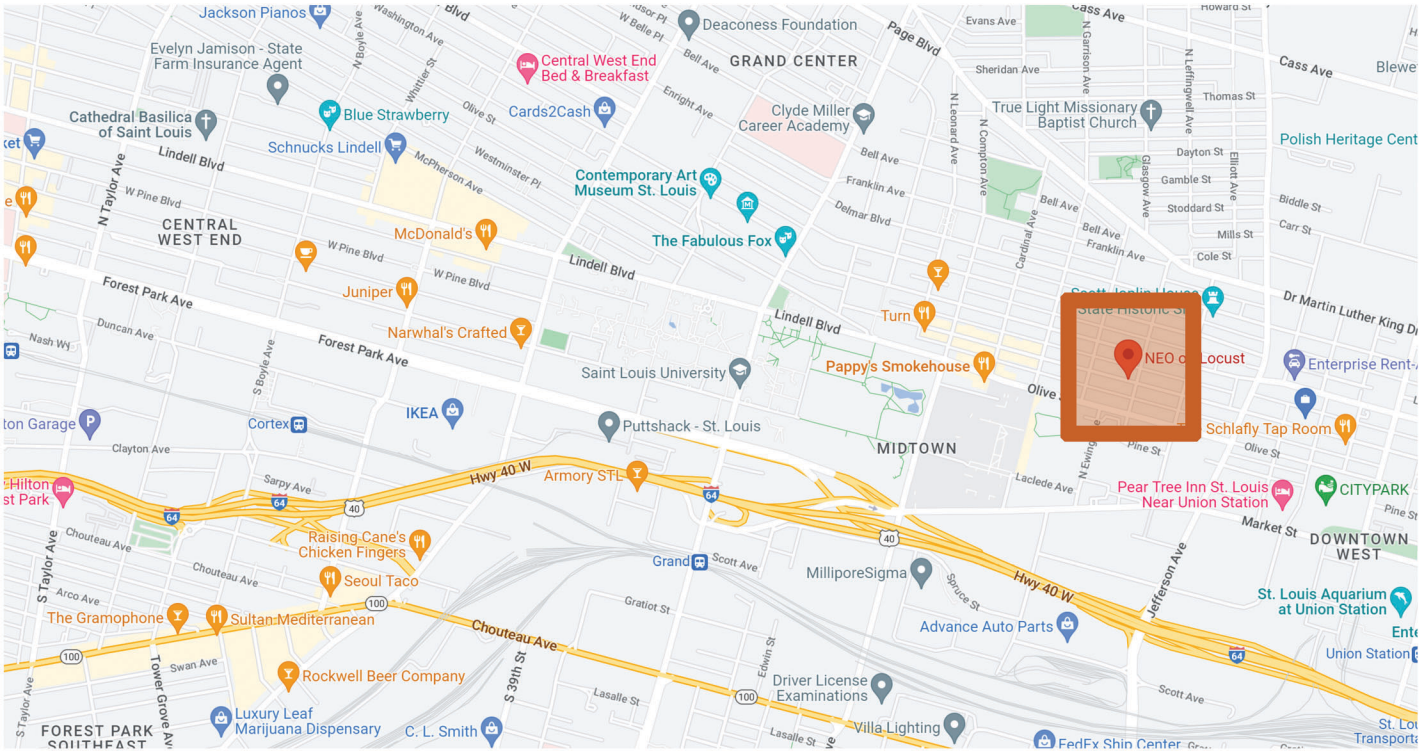


Lasalle Charter School Building
1106 N. Jefferson Ave.
St. Louis, MO 63106

Building Size: 32,000 Square Feet
Distance to St. Louis University: 1.3 Miles
Notes: Existing school in good condition. Building is for sale.

BLACKLINE
DESIGN+CONSTRUCTION

BELIEVE
SITE IDENTIFACTION
3/17/23

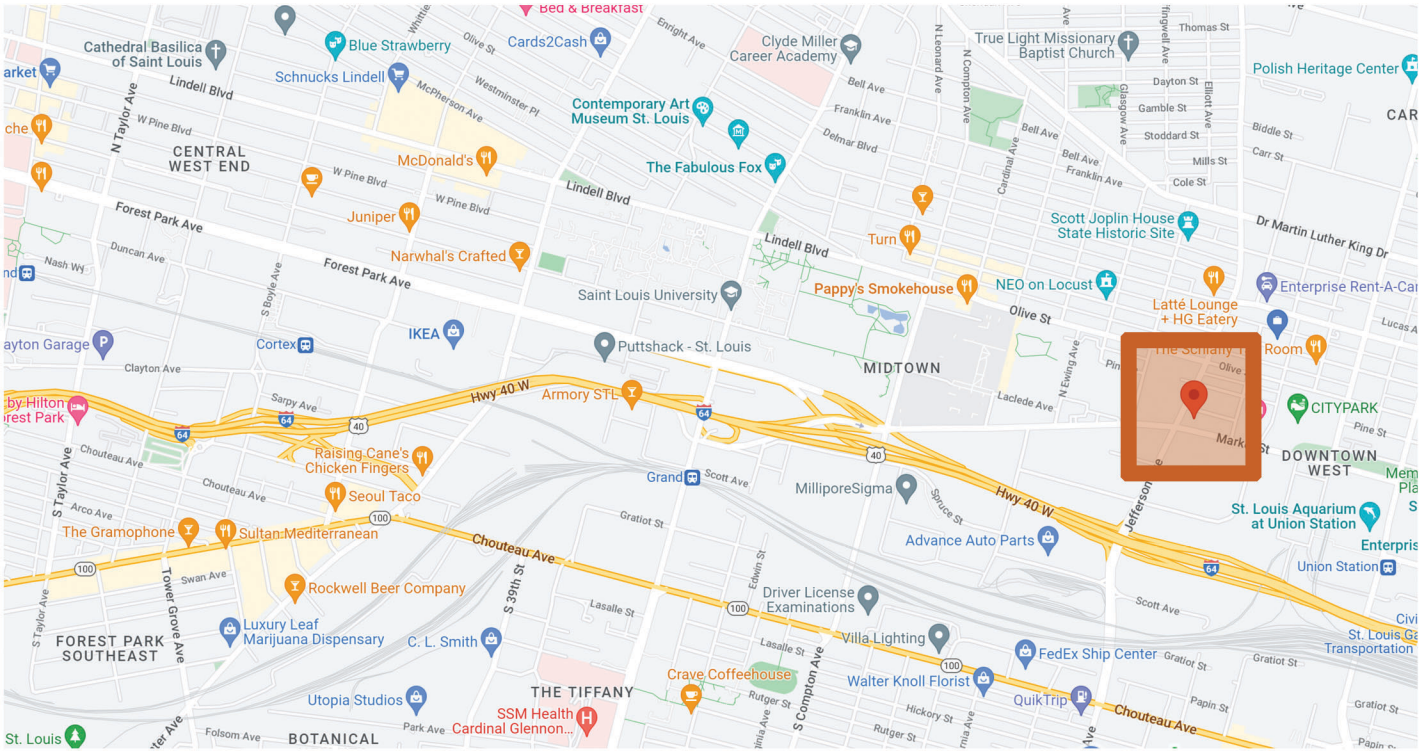


2801 Locust Street
St. Louis, MO 63103

Building Size: 42,000 Square Feet
Distance to St. Louis University: .5 Miles
Notes: The building is for sale and in good condition, ready for fit out. An adjacent lot is available for parking or outdoor learning space.

BLACKLINE
DESIGN+CONSTRUCTION

BELIEVE
SITE IDENTIFACTION
3/17/23

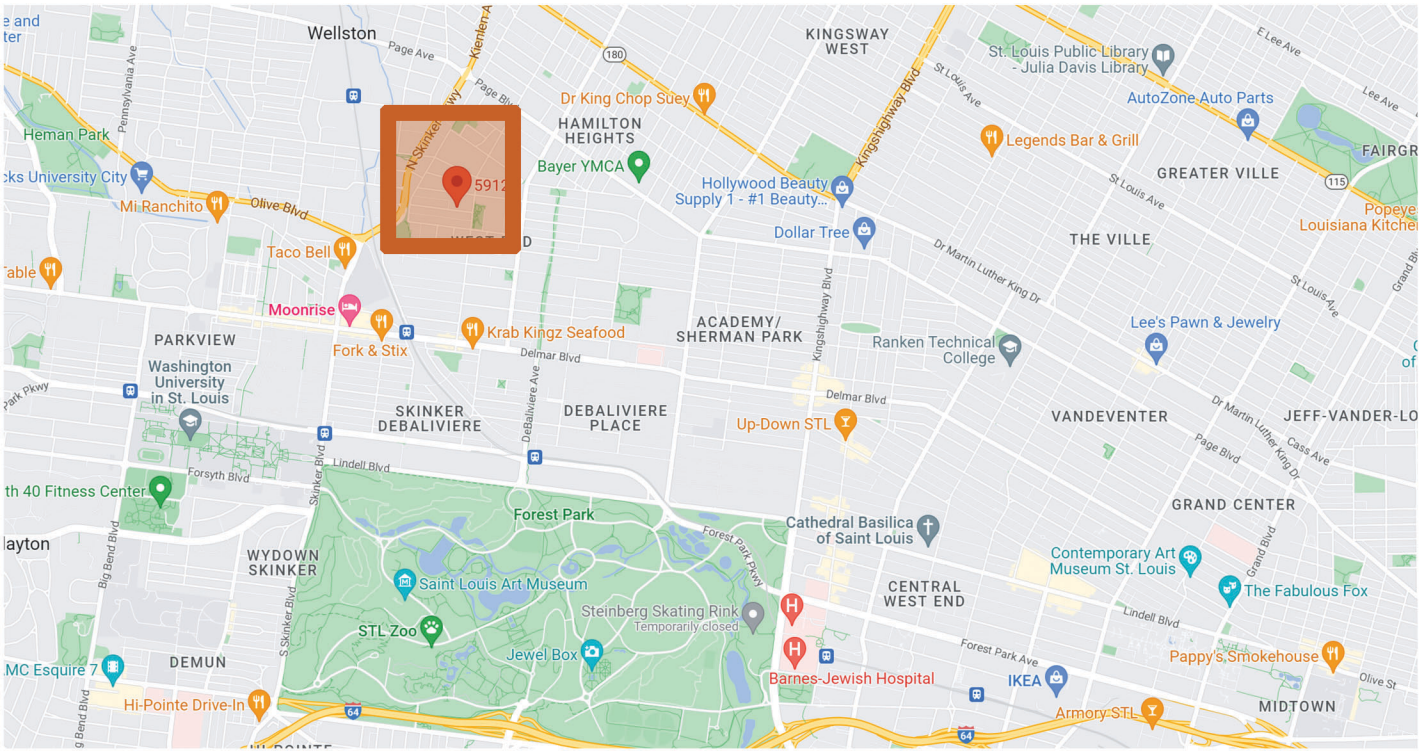


2351 Market Street
St. Louis, MO 63106

Building Size: 32,000 - 50,000 Square Feet
Distance to St. Louis University: .5 Miles
Notes: Potentialy expensive option. The building is for lease and ready for fit out.

BLACKLINE
DESIGN+CONSTRUCTION

BELIEVE
SITE IDENTIFACTION
3/17/23



5935 Horton Place
St. Louis, MO 63112

Building Size: 75,000 Square Feet
Distance to St. Louis University: 3.5 Miles
Notes: The building is an existing school that is for sale or lease. It is in fair condition.

BLACKLINE
DESIGN+CONSTRUCTION

BELIEVE
SITE IDENTIFACTION
3/17/23

D.1.1 Pre-Opening Plan

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
		Authorization																							
		Work with Afton for budget	ED	X																					
		Board Meeting Kick-off	ED			X		X																	
		Draft charter application	DOO		X	X	X																		
		Revise charter application	DOO						X	X															
		Meet with BELIEVE team to prep for forum	ED/Principal						X	X	X														
		Practice with founding board prior to community forum	ED/Principal							X	X														
		Participate in MCPSC interview and public hearing	All Team								X	X													
		Sign agreement with EdOps for finacnial and operational support	DOO								X	X													
	1. The charter is approved by June 2023	Submit application to state Board of Education	ED									X	X												
		Community Engagement																							
Path to Approval	**2. There is a broad range of community support and demand for BELIEVE, with 125 founding families committed by May 2024.**	Particapte in round tables with ActivateSTL	DOO					X		X		X		X		X		X							
		Craft List of KeyStakeholders				X	X	X																	
		Meetings with Potential Feeder Schools						X																	
		Leverage connections to meet potential parents, host meet-up conversations	Principal/CEM						X	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	
		Hold focus groups for feedback on school design	ED/Principal						X	X	X														
		Community map Middle Schools in target enrollment zone	DOO			X																			
		Church leaders identify 30-40 family members	DOO						X	X	X														
		Send quarterly updates to potential founding families	ED/Principal										X			X			X			X			
		Community outreach via social media/website	DOO						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Collect survey data from families who particpated in pilot	Principal/CEM										X												X
		Commitments from 30+ founding families to attend the forum	Principal/CEM								X	X													
		Nonprofit Operations																							
		File for/receive 501(c)(3) designation	DOO	X																					
		File for/receive Missouri nonprofit designation	DOO					X																	
		File for/receive sate and city tax exemption	DOO					X		X															
		Create founding board with 7+ members	ED		X	X																			
		Apply to Charter Navigator and be a Four Start Organization	DOO											X											
		Create job descriptions/profile of ideal candidates	DOO												X										
		Aquire D&O Insurnace for the Board	DOO								X	X													
		Monthly school updates shared with board members	ED					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Accountability																							
		Develop clear oversight and accountability plan with sponsor	ED						X	X	X	X													
		Submit emergency contact information for ED	DOO						X																
		Submit final enrollment policy to sponsor	DOO						X	X	X														
		Sumbit Final school calendar	DOO																X						
		Submit Board-approved student code of conduct	DOO																X						
		Submit Evidence of secured lease	DOO													X									
		Submit information to Missouri charter school offices (MOSIS & Dept of Data Mngmt)	DOO													X	X	X	X	X	X				
		Submit final board-approved budget, including cash flow for Year 1 and 5-year plan)	DOO														X	X	X						
		Submit electronic fund transfer (EFT) enrollment forms	DOO														X	X	X						
		Submit board approved management contract	DOO												X										
		Submit evidence of ADA compliance	DOO																			X			
		Submit food service plan and related health/safety certificates	DOO																			X			
		Submit valid certificate of occupancy	DOO																			X			
		Submit safety and emergency plan	DOO																			X			
		Submit eveidence of insurance coverage	DOO																		X				
		Submit background/health/safety checks for volunteers/staff	DOO																			X	X	X	X
		Submit roster of enrolled students	DOO																						X
		Facilities																							
Operations, Compliance, Accountability		Finalize site criteria and space vision	DOO			X			X																
		Establish MOU with Blackline	DOO				X	X																	
		Identify 3 potential site locations	ED/COO					X																	
		Put out a RFP for retrofitting work	DOO										X												
		Seek regulatory approvals (zoning, site plan)	DOO										X	X											
		Establish building utility accounts	DOO										X												
		Oversee construction and budget	DOO											X	X	X	X	X	X	X	X	X			
		Secure certificate and occupancy	DOO																	X	X	X			
		Identify furniture and building equipment/technology needs based on design	DOO/Principal													X	X	X							
		Purchase furntiture and building equipment	DOO																	X	X				
		Health Inspections (as required)	DOO																				X	X	
		Fire Inspection	DOO																				X	X	
		Confirm ADA compliance	DOO																				X	X	
	1. Business Operations are effectively managed and aide	Develop traffic flow patterns, drop off & pick up plan	DOO/Principal																						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
effectively managed and aide in the success of BELIEVE. 2. Be a four star organization on Charity Navigator. 3. Clean audits. 4. Have a facility in the Central Coridor retrofitted and open by May 2024. 5. Establish effective governance.	Develop plan for non-instructional and storage space	DOO/Principal																						X
	Other Operation Needs																							
	Create school safety protocol	Principal																X						
	Contract with Student Information System	DOO																X						
	Finalize school calendar and schedule	Principal							X															
	Order technology for staff	DOO																X						
	Order technology for students	DOO															X							
	Order novels for library	CAO																			X			
	Contract with company for copy machines	DOO																	X					
	Order curriculum materials	CAO																			X			
	Establish meeting matrix (weekly cadence school-wide)	Principal															X							
	Refine Title I Plan for BELIEVE STL Academy	DOO															X							
	Adopt BELIEVE Schools, Inc staff handbook to St. Louis	DOO																	X					
	Adopt BELIEVE Schools, Inc Student/Family Handbook to St. Louis	Principal																	X					
	Legally vet all policies and handbook items	ED																		X	X			
	Sign contracts with approved vendors (IT, Food Service, Cleaning & Maintaince, Classroom/office supplies)	DOO																		X	X			
	Marketing & Branding																							
	Sign SOW with website team to start website expansion	DOO						X																
	Sign SOW with digital design team to start logo expansion and branding work	DOO					X																	
	Social Media Calendars: 4x/week posts	CEM						X																
	Send bi-monthly email blasts to partners	CEM							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Finalize school letterhead	DOO						X																
	Produce business cards for leadership team members	DOO						X																
	Press Release about school opening	DOO						X									X						X	
	Finalize logo designs for school apparel and uniforms	DOO						X	X															
	School grounds opening ceremony	CEM																					X	
	Request mailing labels from district for recruitment mailing	CEM												X										
	Deploy recruitment mailing & conduct follow-up	CEM												X	X	X	X	X	X	X	X	X	X	
	Circulate/post recruitment posters	CEM							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	Health																							
	Research and schedule CPR trainingfor staff and first aid training for office manager and (2) other staff members	DOO																				X	X	
	Document immunization requirements and train COO in requirements	DOO															X	X						
	Research free medical clincis in school community	DOO													X									
	Notify parents of immunization requirements and options for compliance	DOO																				X	X	X
	School Safety																							
	Refine existing disaster/emergency plan for use by school leadership	DOO											X											
	Train school leaders in safety/emergency plans	Principal																		X	X			
	Establish visitor policy and document system	DOO																		X	X			
	Determine plan for placement of external and internal signage	DOO/Principal																X	X	X	X			
	Prepare phone, email, security, and notification systems	DOO															X	X	X					
	State Reporting/Compliance																							
	Create master document with all reporting dates (local, state, federal)	DOO								X														
	Train DOO as point person	DOO												X	X	X	X	X						
	Gain access to DESE portal (and other required portals)	DOO																		X	X	X		
	Request important codes (county, district, state, building etc)	DOO															X	X	X					
	Staff Recruitment																							
	Refine hiring process to meet STL needs, finalize job descriptions and profiles	ED/COO											X	X	X									
	Host Meet & Greets with potential candidates	All Team														X								
	Use email list to outreach to past and present applications and colleques	Principal										X	X	X										
	Finalize hiring process to align with STL needs and timelines	DOO										X	X	X										
	Finalize MOU with HCC (HR provider) to ensure systems are set-up for state of Missouri	DOO												X										
	Finalize Interview Package (questions, performance tasks, samples etc)	ED/Principal									X	X												
	Meet with TFA STL to make aware of staffing needs and get list of potential candidates	ED/Principal										X	X	X										
	Work with college partners for staff recruitment (SLU etc)	ED												X	X	X								
	Student Recruitment																							
	Summer 2023 Pilot	Principal								X	X													
	Summer 2024 Pilot	Principal																				X	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
Recruitment	**1. BELIEVE is fully staffed by April 1st, 2024 for the 2024-2025 school year.** **2. Staff and students reflects the diversity of the city and students.**	New to the Neighborhood Door Hangers once site is confirmed	CEM															X	X	X	X	X	X	X	X
		Share and distribute materials with businesses and nonprofit partners	CEM						X				X	X	X	X	X	X	X	X	X	X	X	X	X
		Hire small street teams (Indy students, potential students etc)	CEM							X	X	X	X	X											
		Table at various local locations, events, etc (library, community center etc)	CEM								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Create calendar with at least one recruitment event/month	CEM								X														
		Create a database of eligible families from personal networks	CEM					X																	
		Partner with middle schools to begin engaging students and famiilies	CEM					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		Community mapping	CEM							X	X														
		Work with churches and community organizations	CEM							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
		Park Pass Out (flyers etc)	CEM							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
		Develop plan/format/presentation for BELIEVE open houses/events	CEM							X	X														
		Finalize lottery and waiting list protocols	CEM							X	X														
		Plan lotteries (location, equipment, supplies, refreshments etc)	CEM							X	X														
		Conduct 1st lottery: enroll 33% of target- TBD. Will use this guide upon sponshorship to set timelines and application windows.	CEM																						
		Applications reach 67% of enrollment target	CEM																						
		Conduct 2nd lottery; enroll 100% of target; finalize roster	CEM																						
		Secure student enrollment data from previous district and create	CEM																		X	X	X	X	
Finance	**1. BELIEVE will be fully sustainable on public dollars by 2025 when the school is fully built out.** **2. BELIEVE has an accounting system that ensures that school leaders and the BOD get the information needed to enable them to make informed decisions for the school.** **3. BELIEVE will responsibly, strategically, and transparently plan and allocate resources that are aligned with the school's educational mission and are based on their ability to sustain a successful nonprofit and world-class school.**	**Fundraising**																							
		Raise $300,000 to support pre-operational year and first three years via national and local sources	ED	X	X	X	X	X	X																
		Identify national and local funders	ED	X	X	X	X	X	X																
		Secure start-up funding from The Opportunity Trust	ED	X																					
		Apply to NSVF grant	ED			X																			
		Apply to Walton Foundation's Innovative Schools	ED																						
		Apply to CSGF	ED									X													
		Apply for TFA Social Innovation Award: TBD	ED							X															
		Hold fundraiser upon sponsorship (local and non-local)	All Team													X									
		Finalize Fundraising and development plans and goals with board	All Team									X	X												
		Accounting																							
		Develop accounting policies and procedures including petty cash, reimbursements, etc.	DOO					X																	
		Select and set up financial accounting software	DOO								X	X													
		Develop a system for managing hiring process, payroll, and benefits	DOO								X														
		Select area accounting firm and independent auditor for approval by Board of Directors	DOO						X																
		Complete clean audit of FY23	DOO																					X	
		Hire outside contractor for managing payroll and benefits	DOO											X											
		Budget																							
		Finalize compensation scale for staff	ED/Principal								X														
		Create list of recurring monthly operating expenses	DOO										X	X											
		Finalize benefits provider agreements (health, vision, etc)	DOO								X														
		Set up school's account for 403b	DOO										X												
		Register staff for pensions (TBD)	DOO																						
		Banking																							
		Secure credit cards for leadership team	ED					X																	
		Establish checking account	ED		X																				
		Apply for a line of credit	ED					X																	
School Design	**1. We have a detailed articulation of what BELIEVE will achieve with students, how we will achieve it, and how we will measure it.** **2. BELIEVE has systems in place to show that students have a sense of belonging and have a great student experience, there is a robust parent engagement and satisfacation, and strong staff culture and retention.** **3. Systems show no discrepancies across gender/race/income.** **4. We have determined what assessments BELIEVE be using to measure academic growth.** **5. We have developed a calendar and scheduled that is aligned to our mission and strategic priorities and sets students and teachers up for success.** **6. We've created a place-based curriculum specific to St. Louis that is**	**Culture Systems**																							
		Create 2 page articulation of school culture plan that includes rituals and practices- will be built off BELIEVE Schools, Inc exsisting model	Principal								X	X	X												
		Secure expanded partnership with Possip/Kelvin to identify student, staff, and parent survey agreements and cadence	DOO																	X					
		Community partnership meetings (20-40 meetings)	DOO/Principal					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
		Engage families who had children in our 2023 summer pilot with SIU to review and audit culture and expectations	Principal										X	X											
		Academic Systems																							
		Partner with Curriculum Partners and adopt programs	CAO															X							
		Create, Identify, or adopt assessments for rubrics	CAO															X							
		Engage potential BELIEVE STL staff in retreat	Principal																	X					
		Create professional development scope and sequence	CAO																X						
		Create scope and sequence for curriculum	CAO																X						
		Finalize contracts with providers and secure staff for SPED services	DOO/Principal																		X				
		Create IEP protocal and process	Principal																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
curriculum specific to St. Louis that is rooted in rigorous experiential learning and is embedde with opportunties for students to prctice 21st century learning skills.	Finalize SPED services plan for incoming students	Principal																X						
	Finalize coaching program overview for staff	CAO																X						
	Purchase program assessment materials such as ACT etc	CAO																				X		
	Refine and finalize measure graduates aims and SEL	CAO																				X		