



St. Louis Voices Academy of the Media Arts

SLVA Board Meeting March 12, 2025

Published on March 4, 2025 at 2:23 PM CST
Amended on March 10, 2025 at 2:18 PM CDT

Date and Time

Wednesday March 12, 2025 at 6:00 PM CDT

Location

St. Louis Voices Academy of Media Arts
1220 Olive St. Ste #200
St Louis, MO 63103

All board meetings will be in person

<https://us06web.zoom.us/j/85915146951?pwd=b3c0NnNxT01rT08zMm9qcGJKTUZlZz09>

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A.	Record Attendance		2 m
B.	Call the Meeting to Order		1 m

	Purpose	Presenter	Time
II. Action Items			6:03 PM
A. Approve February 12, 2025 Minutes	Approve Minutes		2 m
B. Approve February 2025 Monthly Financials			10 m
III. Board Business			6:15 PM
A. Approve Dispute Resolution Process for Foster Care			5 m
B. Approve Transportation Procedures for Students in Foster Care			5 m
C. Review and Discuss Annual Report Packet			10 m
D. Review/Discuss Letter of Intent for 1601 Washington	Discuss	Deborah Catchings-Smith	10 m
IV. Executive Director's Report			6:45 PM
A. Executive Director's Report	FYI		15 m
V. Closing Items			7:00 PM
A. Adjourn Meeting	Vote		10 m
VI. Closed Session			

Coversheet

Approve Dispute Resolution Process for Foster Care

Section: III. Board Business
Item: A. Approve Dispute Resolution Process for Foster Care
Purpose:
Submitted by:
Related Material:
POLICY NO_ OPS059 - Dispute Resolution Process for Foster Educational Decisions Policy.pdf



POLICY NO: OPS059 - Dispute Resolution Process for Foster Educational Decisions Policy

Board Chair: D. Catchings Smith

Effective Date: 3/13/2025

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The Board of St. Louis Voices Academy of Media Arts adopts the following policy, effective on the date of adoption by the Board.

DISPUTE RESOLUTION PROCESS FOR FOSTER CARE EDUCATIONAL DECISIONS

This policy outlines the procedures for resolving disputes related to Best Interest Determination (BID) and other educationally related services for children and youth in foster care. The goal is to ensure that students experience minimal educational disruptions and receive appropriate services while disputes are resolved.

SECTION 1. Definitions

1. **Best Interest Decision-Making (BID):** Child-centered process to determine the most appropriate educational setting for a student in foster care.
2. **Educational Decision-Maker:** The child's placement provider unless otherwise noted.
3. **Foster Care:** Substitute 24-hour care for children placed away from their parents or guardians.
4. **Local Educational Agency (LEA):** St. Louis Voices Academy of Media Arts.
5. **School of Origin:** The school where the child was enrolled at the time of placement in foster care.
6. **School of Residency:** The school within the district where the child is domiciled with a parent, military guardian, or court-ordered legal guardian.
7. **State Educational Agency (SEA):** Missouri Department of Elementary and Secondary Education (DESE).

SECTION 2. Overview of the Dispute Resolution Process

If a dispute arises regarding the Best Interest Determination or the provision of other educational services for a child in foster care, the following process applies:

1. **Level I Appeal:** The dispute is first appealed to the Superintendent or Designee of the LEA.
2. **Level II Appeal:** If unresolved at Level I, the dispute is escalated to the Missouri Department of Elementary and Secondary Education (DESE).

While the dispute is being resolved, the student shall remain in their school of origin and receive all appropriate educational services. The LEA must work collaboratively with the Missouri Children's Division and all relevant parties to resolve the issue at the local level before escalating to DESE.

A. Initiating the Level I Dispute

- The educational decision-maker or parent must submit a written appeal within ten (10) days of receiving the LEA's BID notice.
- The appeal letter must include:
 - Requestor's name and contact information.

Reviewed and Adopted 3/12/2025



- The school in which enrollment is sought.
- The basis for seeking enrollment in that school.
- The appeal letter must be emailed (subject: "Foster Care Appeal") or physically delivered to the school.

LEA Decision

- The Superintendent or Designee will schedule a conference within **ten (10) days** of receiving the appeal letter.
- The conference will include the educational decision-maker or parent, the student (if appropriate), and the child's case manager.
- Within five (5) days of the conference, the Superintendent or Designee will issue a written decision, including:
 1. A copy of the complete Level I appeal packet.
 2. Explanation of the decision rendered.
 3. Instructions on how to file a Level II appeal.

If the educational decision-maker or parent disagrees with the decision, they must inform the LEA within five (5) days of receiving the Level I decision to proceed with a Level II appeal.

B. Initiating the Level II Dispute

- The educational decision-maker or parent must submit a written appeal to DESE within five (5) days of receiving the Level I decision.
- The appeal must include:
 - The school in which enrollment is sought and the basis for the appeal.
 - Contact information for the educational decision-maker or parent.
 - Best Interest Determination meeting notes and reports.
 - A copy of the Level I appeal letter and decision from the LEA.
- The appeal must be submitted via email (subject: "Foster Child Appeal") or delivered to DESE and the LEA Superintendent.
- The LEA has five (5) additional days to submit its response to DESE.

SEA Decision

- A three-person panel (SEA foster care point of contact, another SEA staff member, and a state child welfare agency representative) will review the dispute.
- A final decision will be issued within thirty (30) days of receipt of the appeal.
- The SEA will provide a written decision to both the educational decision-maker and the LEA Superintendent.
- The LEA must immediately implement the SEA's decision in full.

SECTION C. Additional Considerations

- The student remains in the school of origin throughout the dispute process.
- The student continues to receive all educational services they are eligible for.
- The LEA and local child welfare agency must work collaboratively to resolve disputes at the local level.
- If disputes occur frequently, the SEA and state child welfare agency will review compliance patterns and take necessary corrective actions.

For additional support, parties may seek assistance from the SEA Foster Care Point of Contact and the State Child Welfare Agency Education Coordinator before initiating a dispute.

Reviewed and Adopted 3/12/2025

Coversheet

Approve Transportation Procedures for Students in Foster Care

Section: III. Board Business
Item: B. Approve Transportation Procedures for Students in Foster Care
Purpose:
Submitted by:
Related Material:
POLICY NO_ OPS060 - Transportation Procedures for Students in Foster Care Policy.docx.pdf



POLICY NO: OPS060 - Transportation Procedures for Students in Foster Care Policy

Board Chair: D. Catchings Smith

Effective Date: 3/13/2025

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The Board of St. Louis Voices Academy of Media Arts adopts the following policy, effective on the date of adoption by the Board.

Transportation Procedures for Students in Foster Care

The Every Student Succeeds Act of 2015 (ESSA) requires that school districts and child welfare agencies collaborate to develop and implement clear written procedures governing how transportation will be provided, arranged, and funded to maintain children in foster care in their school of origin (SOO) when it is in the child’s best interest.

Section 1. Ensuring Prompt and Cost-Effective Transportation

St. Louis Voices Academy ensures that:

- Children in foster care needing transportation to their school of origin receive it promptly in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act.
- If additional costs are incurred for transportation to the school of origin, St. Louis Voices Academy will provide such transportation if one of the following conditions is met:
 - The local child welfare agency agrees to reimburse St. Louis Voices Academy for the cost.
 - St. Louis Voices Academy agrees to cover the cost.
 - St. Louis Voices Academy and the child welfare agency agree to share the cost.

Section 2. Plan Development Participants

The following participants are involved in developing the transportation plan:

- Title I Director/Coordinator
- LEA Foster Care Liaison
- McKinney-Vento Liaison
- Representative from the school district’s transportation department
- Children’s Division Representative
- School of Residency Representative
- Special Education Director

Section 3. Transportation Plan for Students Placed in Foster Care

1. Notification of Foster Care Placement: When a student is placed in foster care or changes residence while in foster care, the local Children’s Division worker must notify the LEA’s Foster Care Liaison of the current school attending (SOO). If the new residence is not within the same school zone, the foster care liaison at the school of residency should be notified and invited to participate in the Family Support Team (FST) meeting to determine the best interest of the child.

Reviewed and Adopted 3/12/2025



2. School of Origin Coordination: Upon receiving an invitation to participate in the Best Interest Determination (BID) meeting, the foster care liaison notifies the school of origin's transportation department.
 - a. The foster care liaison provides the student's name, current school, new residence address, and whether the student has an IEP or 504 plan requiring specialized transportation.
 - b. The school of origin's transportation department identifies potential ways to transport the student if the BID determines they will remain at their current school.
3. Best Interest Determination (BID) Meeting: The Children's Division worker, foster care liaison, and other essential team members collaborate to make a best-interest decision regarding the student's school placement.
4. Arranging Transportation: If the BID decision is for the student to remain at their school of origin, the foster care liaison notifies the transportation department, which then works with the Children's Division worker to arrange transportation.

Section 4. Transportation Options

Multiple factors are considered when determining transportation options, including student safety, age, commute length, and distance. The following options will be explored:

1. Utilizing an existing bus routes
2. Modifying an existing bus route to accommodate the new address.
3. Accessing specialized transportation services for:
 - a. Special education students
 - b. Alternative education programs
 - c. Magnet schools
 - d. McKinney-Vento transportation
4. Slight modifications to existing specialized transportation routes.
5. Use of a district vehicle for transportation.
6. Contracting external transportation services if necessary (e.g., cabs, private transport).
7. Exploring options outside the school district, such as reimbursement for foster parents or transportation contracts with residential treatment facilities.

Section 5. Funding Transportation Costs

- If the student has an IEP requiring specialized transportation, the school district responsible for their Free Appropriate Public Education (FAPE) must provide transportation.
- If an existing transportation method incurs no additional cost, Children's Division will not be charged.
- If transportation modifications or new routes are required, the cost will be calculated based on the local agreement and explored after the BID determination.
- Potential funding sources include Title IV-E funds and Title I, Part A funds, as appropriate.
- Collaboration between agencies ensures transportation costs are not unduly burdensome to any one entity.

Reviewed and Adopted 3/12/2025

Coversheet

Review and Discuss Annual Report Packet

Section: III. Board Business
Item: C. Review and Discuss Annual Report Packet
Purpose:
Submitted by:
Related Material: FY24 SLVA Annual Report Packet.pdf



March 4, 2025

Deborah Catchings-Smith, Chair Board of Directors
St. Louis Voices Academy of Media Arts
1220 Olive St. Suite 200
St. Louis, MO 63103

RE: Transmittal of MCPSC's 2023-2024 Annual Report

Dear Ms. Catchings-Smith,

This letter transmits the St. Louis Voices Academy of Media Arts' (SLVA) 2023-2024 Annual Report produced by Missouri Charter Public School Commission' (MCPSC).

This report reflects the first year of the LEA's five-year contract. SLVA's overall rating for FY24 is **Meets**.

Charter schools sponsored by the Commission are reviewed annually as to their progress in meeting the Commission's performance framework standards, provisions of their performance contracts, and Commission policies. Commission staff review required submissions provided by the school for accuracy, timeliness, and compliance. This report is one item in the *comprehensive body of evidence* used in evaluating schools sponsored by the Commission. Based on the entire comprehensive body of evidence we currently have for this contract period SLVA is **on track for renewal**.

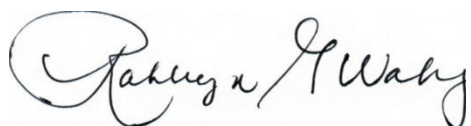
Our review determined SLVA is **Meets** based on:

- The academic performance of the school is designated **NA**. SLVA does not yet have students in the grades tested on the MO MAP; therefore this report does not include a rating for academics.
- The financial performance is designated **Meets**. SLVA met all financial framework indicators by the end of year one. The initial enrollment variance was below standard, but a budget adjustment and realignment of expenses brought this indicator in line with expectations. As the school grows the board should continue to monitor financials closely to ensure the school remains fiscally sustainable.
- The learning environment, governance, and operational compliance are designated **Meets**. SLVA offers a positive learning environment and demonstrates compliance in governance and operations.

The Commission strongly encourages your board to review the information in this report thoroughly and use this information as you plan for the 2025-2026 school year. A member of our team will be presenting the report at the March board meeting and will be able to answer any questions from you or your board at that time.

We have attached some questions you and your board may find helpful as you review the annual report. SLVA should be proud of the impact you are making for students and families in St. Louis. We look forward to working with you to continue this work.

Sincerely,

A handwritten signature in cursive script that reads "Robbyn G. Wahby".

Robbyn G. Wahby
Executive Director

CC: Hollie Russell-West, Executive Director
Members, The SLVA Board of Directors
Members, Missouri Charter Public School Commission

Attachments

- Examining your Annual Report Questions
- 2023-2024 Annual Report
- Current Data Summary
- FY24 DESE Assurance Checklist
- FY24 Site Visit Report

Charter Boards: Examining Your Annual Report from the Commission

The Missouri Charter Public School Commission has a contract with the Board of each of our sponsored charter public schools. The Annual Report is one of the Commission’s tools to promote a positive and forward-looking relationship with the Charter School Board relative to their accountability for the performance of the school and to the conditions of the contract.

Student, school, and education system data is reasonably complex. The Annual Report, by itself, may not tell a complete story about the progress and circumstances of the school enterprise. Here are some questions that members of Boards may find useful in working with, and supporting, their School Leader in using the Annual Report data to focus the efforts of the Board.

	Considerations When You Look at the Annual Report
For Board Chairs	<ul style="list-style-type: none"> • Does our Board’s Annual Calendar force us to routinely examine the key elements of the Annual Report? • Does our Board, collectively, have a clear understanding of both where we are and where we expect to be? • Does our Board, collectively, understand what it will take in resources and support to accelerate achievement gains? • Has our Board taken the necessary Policy, Program, and Partnership actions to support the School Leader and team?
For Board Members Chairing or Serving on a Student Performance Committee	<ul style="list-style-type: none"> • How do our current and future approaches to Curriculum Alignment and Quality Instruction assure accelerating gains in student performance? • What are the specific Policies, Programs, or Partnership options that are most likely to improve student learning? What is required for local implementation/adaptation as well as fidelity to best practice? • What unique assets and impediments to improvements exist in our school, student population, and community?
For All Members of the Board	<ul style="list-style-type: none"> • What is our expected rate of improvement for the MAP Performance Index, Student Growth, and Annual Performance Review Points? • How do our most recent results compare to our Performance Contact expectations? • What are the Board and school’s most important levers for accelerating student performance in the next 18 to 36 months?



2023-2024 Annual Report

St. Louis Voices Academy for Media Arts

Location: St. Louis

Grades Served: K - 2nd

Enrollment: 74

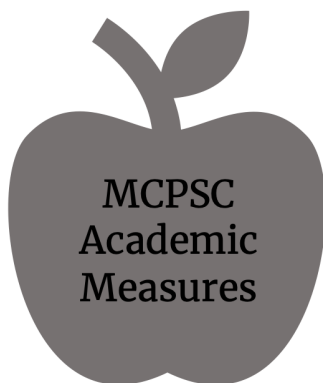
Overall Rating:
Meets

Year Opened 2023 - 2024

Next Renewal: 2027 - 2028

Contract Year: 1/5

MCPSC Performance Framework Measures



Finance

Learning Environment

Governance

Operational Compliance

School Contract Goals



Learning Environment






MCPSC Performance Framework Summary

STANDARDS AND INDICATORS	SECTION STANDARD RATING
I. Academic	
State and Federal Accountability	N/A
Student Academic Performance	N/A
Student Academic Growth	N/A
II. Financial	
Near-Term Measures	Meets
Long-Term Sustainability Measures	Meets
Financial Management and Oversight	Meets
III. LEARNING ENVIRONMENT	
School Environment	Meets
Education Program Compliance	Meets
Student Rights and Requirements	Meets
IV. GOVERNANCE	
Board Oversight and Accountability	Meets
Board Development, Growth and Operations	Meets
V. OPERATIONS	
Workplace Requirements and Environment	Meets
Compliance and Reporting	Meets






Understanding this Report

Dear Reader,




This report is distributed annually for each school sponsored by the Commission so parents/care givers, community members, elected officials and other stakeholders are informed about the performance of the schools we sponsor. The Commission monitors five key performance areas:

- I.  **Academics** – *How well are the students performing on national, state and interim assessment? Is the school meeting their performance contract goals? Is the school meeting its mission?*
- II.  **Finance** – *Has the school appropriately managed tax payer and philanthropic dollars to ensure the school is sustainable?*
- III.  **Learning Environment** – *Has the school met federal and state requirements so students are safe and have all the rights afforded to them?*
- IV.  **Governance** – *Has the board of directors provided the stewardship, oversight and accountability required of a public school board and a Missouri non-profit?*
- V.  **Operations** – *Has the school operated effectively, safely and in compliance with policies, regulations and statutes?*

The first two pages of this report provide readers with a quick summary of the schools performance. The Annual Performance of the school is rated **Meets**, **Partially Meets**, **Does Not Meet** or **Falls Far Below** based on results in each of the performance areas. Academics can also be rated **Exceeds** if it is higher than the state average. Targets for each indicator can be found in the [performance framework](#). Ratings are color coded throughout the report, as outlined in this chart.

PERFORMANCE RATINGS DEFINED	
 Exceeds	Exceeding expectations and showing exemplary performance. <i>Academic Performance is the only standard eligible for Exceeds.</i>
 Meets	Generally meets the criterion, is performing well, is meeting expectations for performance, and/or minor concern(s) are noted.
 Partially Meets	Meets some aspects of the criterion, but not others and/or moderate concern(s) are noted.
 Does Not Meet	Does not meet aspects of the criterion and/or moderate concern(s) are noted.
 Falls Far Below	Falls far below the stated expectations and/or significant concern(s) are noted. The failures are material and significant to the viability to the school.

Each key performance area contains a specific indicators and measures. Indicators gage these essential compliance and performance areas. The direction of the arrow will tell you if the school’s performance for each specific area is improving or declining since last year’s report.

Trends	
	More than a 5% difference from the prior year. Moving in the right direction over time
	Less than a 5% difference from the prior year. Neither increasing nor decreasing over time
	More than a 5% difference from the prior year. Moving in the wrong direction over time

Each indicator is made up of measures, based on observations and data collected by the Commission. The following pages detail the results of these measures for the current year. Explanations of the various measures, computations (where appropriate), and the source of the data can be found <https://mcpssc.mo.gov/media/pdf/annual-report-terms-calculations-and-sources>.

Acronym	Key
IC	In Compliance
NDP	No Debt Payments
NL	No Liabilities
ND	No Designation
Comp.	Comprehensive
Target.	Targeted

The Commission wishes to express its gratitude to the National Association of Charter School Authorizers for use of its research and publications, especially Core Performance Framework and Guidance. The Commission has adopted NACSA’s Principles and Standards for authorizing. We have built our performance framework and annual report on NACSA’s research and continue to strengthen our work based on national best practices in charter school accountability.

Sincerely,

Missouri Charter Public School Commission

St. Louis Voices Academy for Media Arts Overview

GRADES SERVED	K - 2nd
SCHOOL ADDRESS	1220 Olive St., Suite 200, St. Louis, MO 63103
SCHOOL WEBSITE	https://www.stlouisvoicesacademy.org
AREAS SERVED	Citywide
SCHOOL LEADER	Hollie Russell-West
BOARD PRESIDENT	Deborah Catchings - Smith
SCHOOL MISSION	St. Louis Voices Academy of Media Arts leverages media studies and information technology to equip students with the agency to author their own futures and make meaningful contributions in their communities.

Student Demographics

TOTAL ENROLLMENT	74
PROPORTIONAL ATTENDANCE	61%/90%
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0.0%
Black	100.0%
Hispanic/Latino	0.0%
Multiracial & Other	0.0%
Native American	0.0%
White/Caucasian	0.0%

HISTORICALLY UNDERSERVED POPULATIONS % OF TOTAL	% OF TOTAL
Free or Reduced-Price Lunch	95.9%
Students with Disabilities	5.0%
English Language Learners	0.0%
Homeless/Migrant Students	7.4%

DISCIPLINE INCIDENTS - TOTAL	30
RACE/ETHNICITY	% OF TOTAL
Asian/Pacific Islander	0.0%
Black	100.0%
Hispanic/Latino	0.0%
Multiracial & Other	0.0%
Native American	0.0%
White/Caucasian	0.0%

STAFF AND BOARD DEMOGRAPHICS			
	BOARD	ALL EMPLOYEES	TEACHERS
TOTAL NUMBER	8	16	12
RACE/ETHNICITY % OF TOTAL			
Asian/Pacific Islander	0.0%	0.0%	0.0%
Black	63.0%	87.5%	75.0%
Hispanic/Latino	0.0%	6.3%	8.3%
Multiracial & Other	0.0%	0.0%	0.0%
Native American	0.0%	0.0%	0.0%
White/Caucasian	37.0%	6.3%	8.3%
Non-Disclosed	0.0%	0.0%	0.0%

STUDENT ENROLLMENT BY GRADE	
PK	N/A
K	48
1	20
2	N/A
3	N/A
4	N/A
5	N/A
6	N/A
7	N/A
8	N/A
9	N/A
10	N/A
11	N/A
12	N/A

I. Academic Performance

Academic Performance Overall:
N/A

This section provides an overview of the school’s performance in the year reviewed on a variety of academic measures, and a view of recent historical trends the school is accountable for achieving, as established by applicable federal and state law and the charter contract. The measures provide information about student growth and outcomes.

SCHOOL SPECIFIC GOALS	STANDARD	FY22	FY23	FY24	RATING	TREND	NOTES
By the end of the school year, at least 70% of students will demonstrate growth in Reading, as measured by meeting or exceeding their NWEA MAP (Measures of Academic Proficiency) growth projections for each testing event.	70%	N/A	N/A	50%	Does Not Meet		
By the end of the school year, at least 70% of students will demonstrate growth in Math, as measured by meeting or exceeding their NWEA MAP (Measures of Academic Proficiency) growth projections for each testing event.	70%	N/A	N/A	41%	Does Not Meet		

SCHOOL SPECIFIC GOALS	STANDARD	FY22	FY23	FY24	RATING	TREND	NOTES
By the end of the school year, 100% of students will complete a media/storytelling project, demonstrating at least 80% proficiency on a school-developed rubric measuring essential research, storytelling, communication, and media skills.	100%	N/A	N/A	100%	Meets		

II. Finance

Finance Overall: **Meets**

This section provides an overview of the school’s performance in the year reviewed and a view of recent historical trends on financial measures the school is accountable for achieving. These measures are established by applicable federal and state law and the charter contract. They provide information about the school’s financial health and sustainability.

INDICATORS AND MEASURES	STANDARD	FY22	FY23	FY24	RATING	TREND	NOTES
NEAR-TERM MEASURES							
Percentage Fund Balance	≥ 3%	N/A	N/A	17.1%	Meets		
Current Ratio	> 1	N/A	N/A	N/A	Meets		
Unrestricted days Cash on Hand	30/60	N/A	N/A	62	Meets		
Debt Default	Making Payments, complying with covenants	N/A	N/A	Meets	Meets		
LONG-TERM SUSTAINABILITY MEASURES							
Total Margin and Three-Year Total Margin Ratio	Positive	N/A	N/A	11.5%	Meets		
Debt to Asset Ratio	< .9	N/A	N/A	0.00	Meets		
Debt Service Coverage Ratio	≥ 1.1	N/A	N/A	NDP	Meets		
FINANCIAL MANAGEMENT AND OVERSIGHT							
Annual Financial Audit	Material Compliant	N/A	N/A	Meets	Meets		
Financial Reporting and Compliance	Material Compliant	N/A	N/A	Meets	Meets		
Enrollment Variance	≥95%	N/A	N/A	104%	Meets		Beginning of Year Enrollment Variance: 70/114 = 61%; Amendment was approved to amend budgeted enrollment for the 23-24 SY

III. Learning Environment Compliance

Learning Environment Overall:
Meets

This section reports the school’s overall performance in fulfilling its obligation to provide a safe, healthy and equitable place for children to learn and grow. These measures are established in mostly in federal and state statutes, as well as those items required in the school’s charter and contract.

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
SCHOOL ENVIRONMENT			
Complying with facilities and transportation requirements	Material Compliant	Meets	
Complying with health and safety requirements	Material Compliant	Meets	
Handling student information and data appropriately	Material Compliant	Meets	
EDUCATION PROGRAM COMPLIANCE			
Implementing the material terms of the education program as defined in the current charter contract	Material Compliant	Meets	
Complying with applicable education requirements	Material Compliant	Meets	
STUDENT RIGHTS AND REQUIREMENTS			
Protecting the rights of all students	Material Compliant	Meets	
Protecting the rights of students with disabilities	Material Compliant	Meets	
Protecting the rights of English Language Learner (ELL) students, migrant and homeless students	Material Compliant	Meets	

SCHOOL SPECIFIC GOALS	STANDARD	RATING	NOTES
Attendance: SLVA will maintain at least 90% ADA	90%	Does Not Meet	SLVA maintained 87% ADA
80% of students enrolled at St. Louis Voices Academy will re-enroll by October 1st of the previous year.	80%	Meets	88% of students enrolled at St. Louis Voices Academy will re-enroll for 24 - 25.
Parents and students demonstrate high satisfaction with the school culture, academic program, and school leadership of St. Louis Voices Academy, as indicated by a 75% survey completion rate and an average satisfaction with school	75%	Meets	Average of 82.5% of survey results.

culture and educational program exceeding 75% on end-of-the-year Panorama survey results.			
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IV. Governance

Governance Overall:
Meets

This section reports the board of directors overall performance in the year in fulfilling legal requirements and fiduciary/public stewardship responsibilities. Compliance with state statutes and Commission policies relevant to governing a public school and Missouri non-profit are also rated in this section.

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
Board Oversight and Accountability			
Complying with governance requirements	Material Compliant	Meets	
Holding management accountable	Material Compliant	Meets	
Board Development, Growth and Operations			
Fulfills Governance and Fiduciary Duties	Material Compliant	Meets	
Complying with reporting requirements	Material Compliant	Meets	

V. Operational Compliance

Operational Compliance Overall:
Meets

This section reports the school’s overall performance in the year reviewed in fulfilling legal and contractual requirements and responsibilities relevant to organizational reporting and monitoring requirements.

INDICATORS AND MEASURES	STANDARD	RATING	NOTES
WORKPLACE REQUIREMENTS AND ENVIRONMENT			
Staffing Compliance	Material Compliant	Meets	
Professional Work Environment	Material Compliant	Meets	
COMPLIANCE AND REPORTING			
Complying with Reporting Requirements	Material Compliant	Meets	
Complying with All Other Obligations	Material Compliant	Meets	

ST. LOUIS VOICES ACADEMY DATA SUMMARY

SUMMARY OF ANNUAL REPORTS THIS TERM

Table 1. Summary of Annual Reports

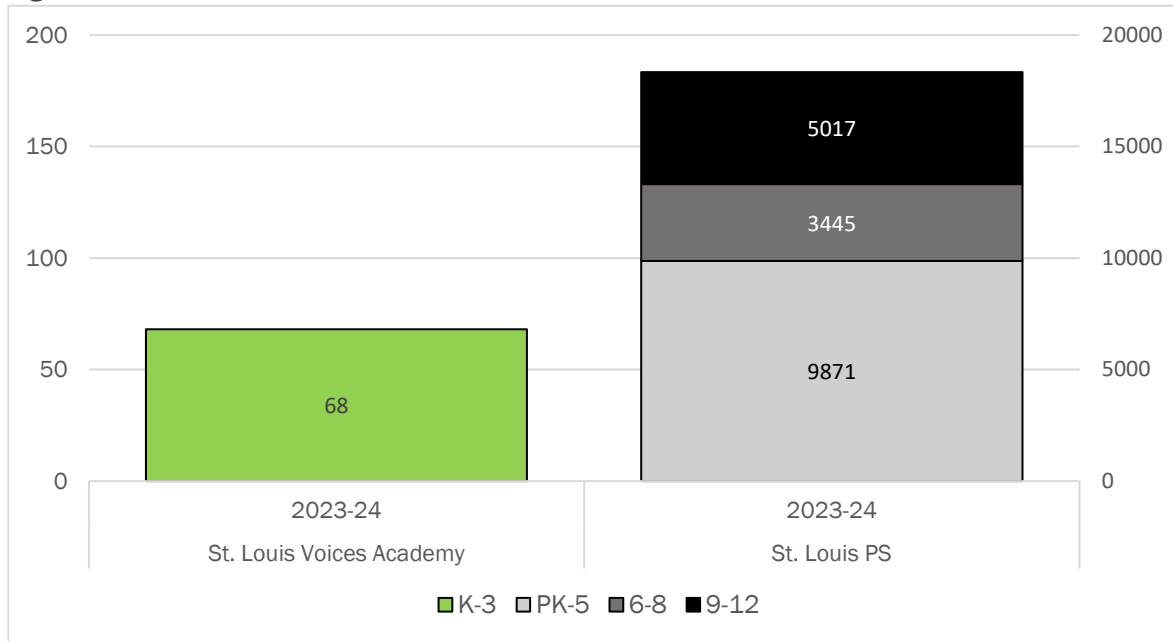
	2024
Sponsor	MCPSC
Overall	Meets
Academics	N/A
Financial Management	Meets
Learning Environment	Meets
Governance	Meets
Operations	Meets

Source: Annual Evaluations

Available: <https://mcpsc.mo.gov/for-schools/st-louis-voices-academy-media-arts>

ENROLLMENT AND STUDENT CHARACTERISTICS

Figure 1. Enrollment

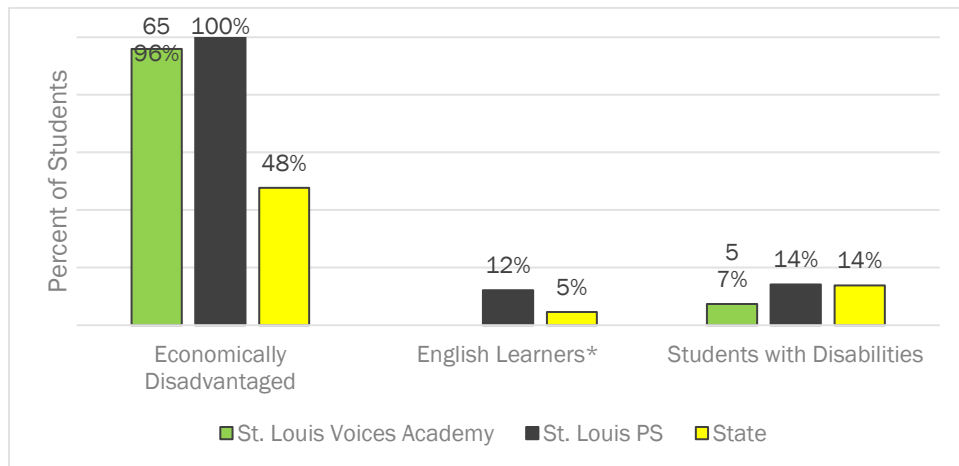


ST. LOUIS VOICES ACADEMY DATA SUPPLEMENT

STUDENT CHARACTERISTICS

St. Louis PS meets the Community Eligibility Provision and reports 100% of students as Economically Disadvantaged

Figure 1. 2024 Special Programs Data



Source: MCDS State, District and School Report Cards
 Available: <https://apps.dese.mo.gov/MCDS/home.aspx>

Figure 2. LEA Special Programs Longitudinal Data

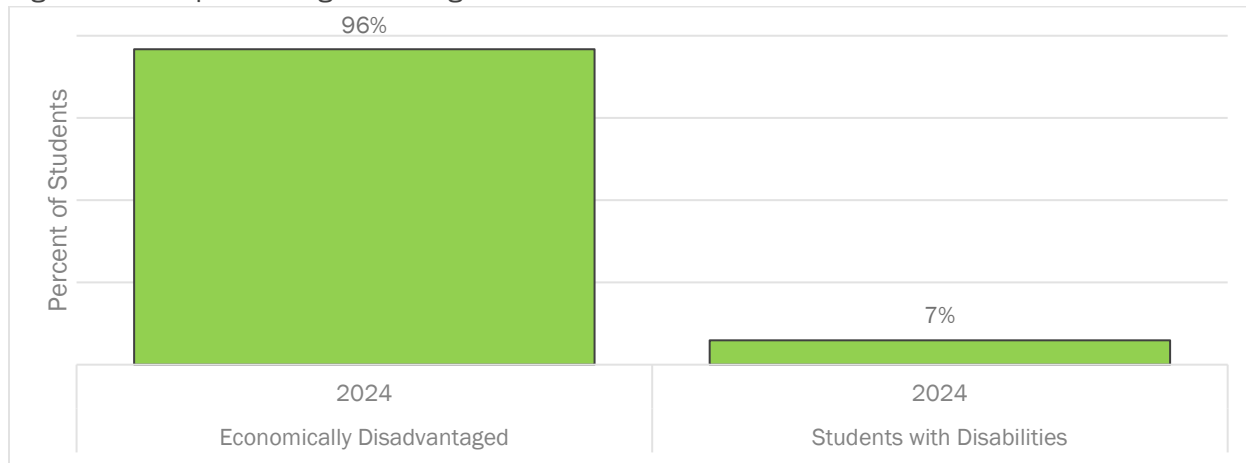


Figure 3. 2024 Race/Ethnicity Information

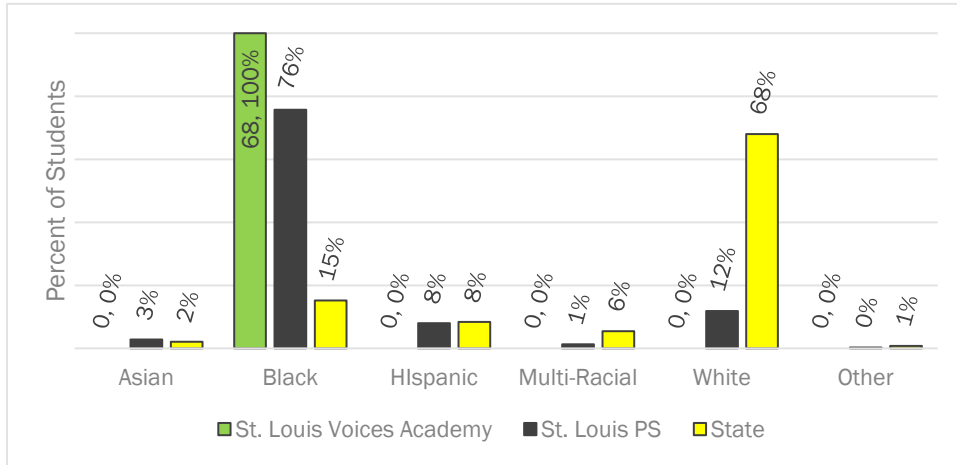


Figure 4. LEA Race/Ethnicity Longitudinal Data

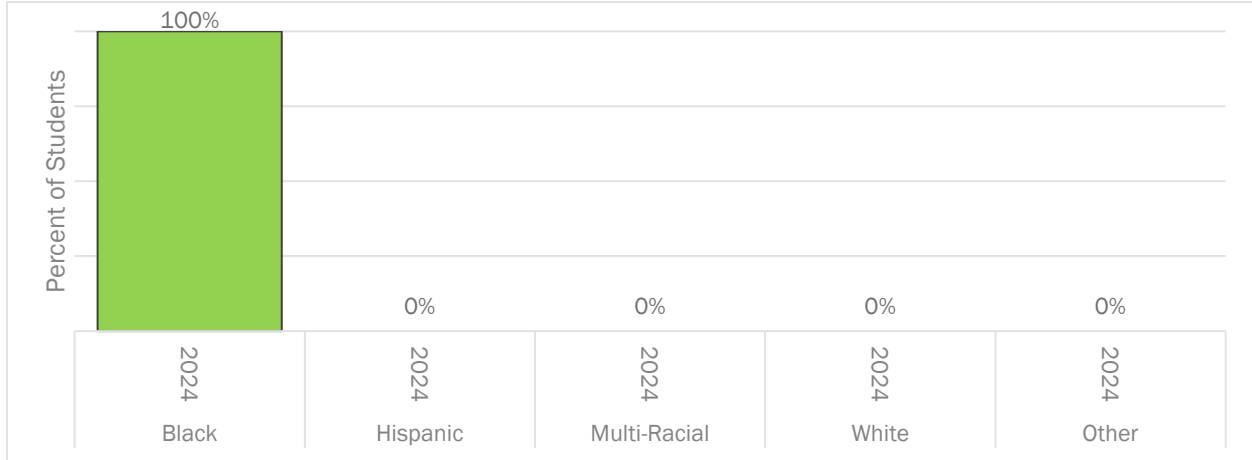
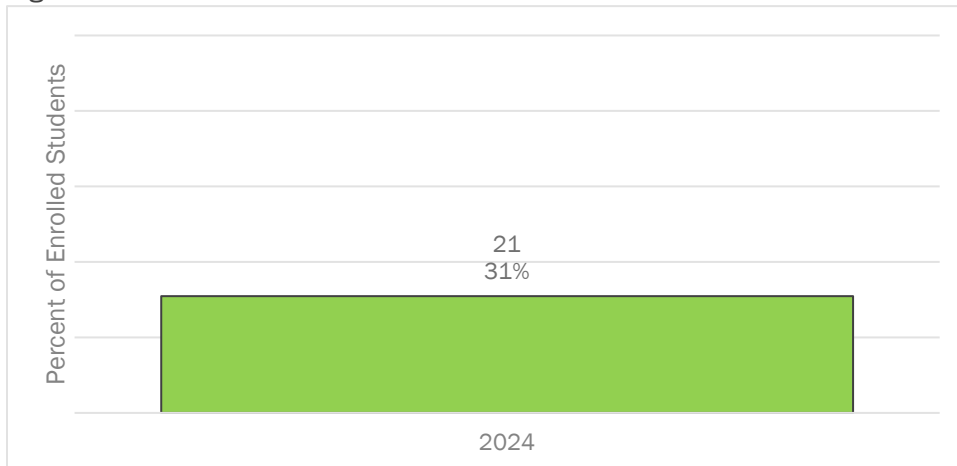
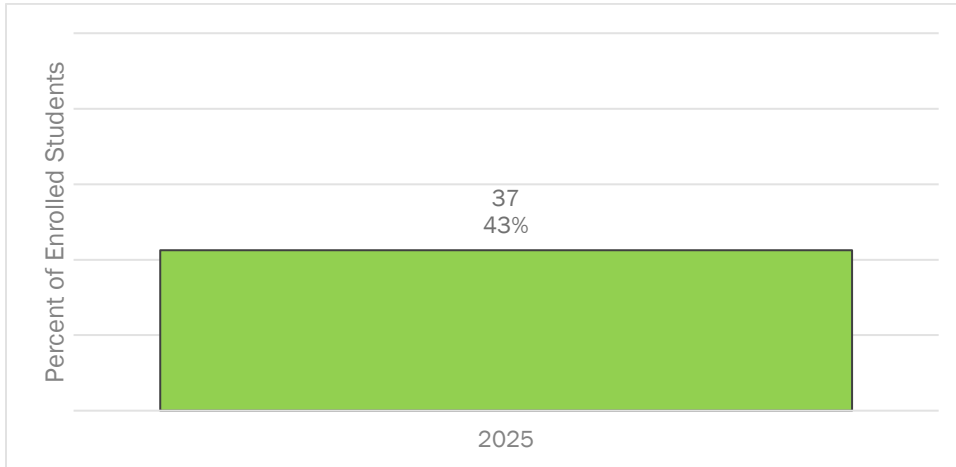


Figure 5. Student Transfers Out



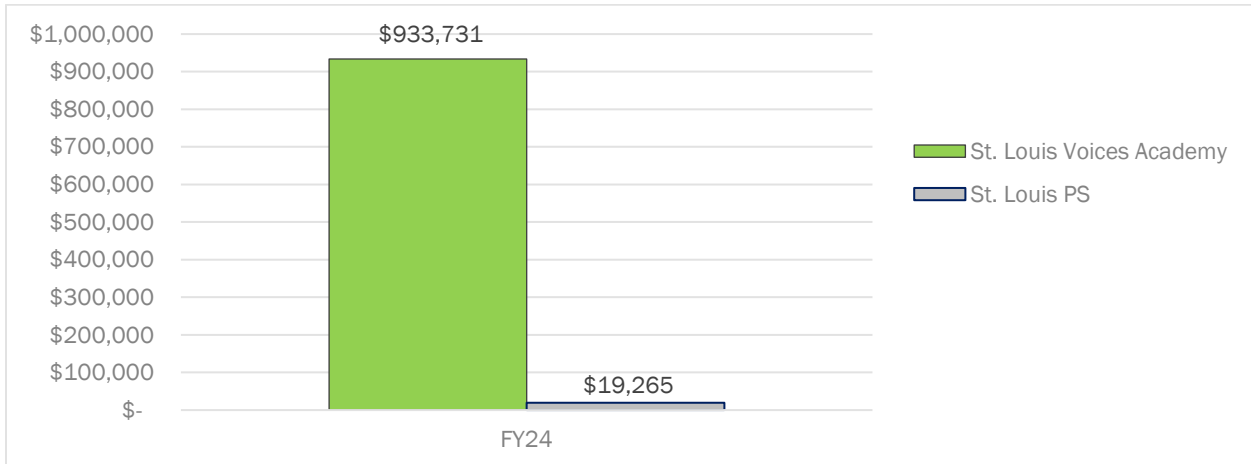
Source: MOSIS OCT Student files

Figure 6. Student Transfers In



FINANCIAL PERFORMANCE

Figure 7. School Per Pupil Expenditures



Source: Current Expenditure per ADA and Per Pupil District & Building Level Expenditure Report
Available: <https://apps.dese.mo.gov/MCDS/home.aspx>



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS – MISSOURI SCHOOL IMPROVEMENT PROGRAM

2023-24 MISSOURI CHARTER SCHOOL ASSURANCE CHECKLIST- K-6

CHARTER SCHOOL NAME St. Louis Voices Academy for Media Arts	COUNTY-DISTRICT CODE 115-115
CHARTER SCHOOL CONTACT NAME Hollie Russell-West	CHARTER SCHOOL CONTACT PHONE NUMBER (314) 775-7139
CHARTER SCHOOL CONTACT EMAIL hrussellwest@stlouisvoicesacademy.org	FORM DUE DATE February 24, 2024

INSTRUCTIONS

Charter schools are required to be compliant with state and federal laws and State Board of Education regulations. The Missouri Department of Elementary and Secondary Education (DESE) has created this assurance checklist to assist charter schools with this compliance as well as to assist charter sponsors in the review of charters. Administrative Rules are located on the Missouri Secretary of State’s website at: <https://www.sos.mo.gov/adrules>. All charters shall send responses to their sponsor by the date specified by the sponsor. Sponsors must submit the completed forms by February 24, 2024, to charters@dese.mo.gov or mail to:

Department of Elementary and Secondary Education
Office of Quality Schools
Attn: Charter Schools
P.O. Box 480
Jefferson City, MO 65102-0480

Mark each item in the left column as Yes, No, K-8 or N/A (not applicable). If answering “No” or “N/A,” you must provide an explanation and plan for resolution of the deficiency in the comment box below.

QUESTIONS: Contact your Area Supervisor or the Charter School Section at 573-751-8247 or charters@dese.mo.gov.

CERTIFICATION

	1. All teachers must have appropriate experience, training, and skills and at least 80 percent of teachers must be appropriately certificated to teach in Missouri’s schools (Section 160.420, RSMo).
Yes (1)	a. Teachers/Instructional Personnel
Yes (1)	b. Other certificated staff
Yes (1,7)	2. Districts and charter schools shall annually provide information to DESE regarding: use of third party employment agencies for substitute teachers, daily rate of substitute pay, employment of full-time and part-time substitute teachers, substitute teacher recruitment efforts, the substitute teacher interview process, and use of current school staff as substitute teachers during other assigned time, in accordance with Section 168.037, RSMo .
Yes (1)	3. The charter school provides all substitute teachers with a link to a web-based survey each day as required by Section 168.037, RSMo .

FINANCE

	1. The charter is organizationally and fiscally viable as defined in (Section 160.405, RSMo), not having:
Yes (1)	a. a negative balance in its operating funds;
NA (8)	b. a combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
NA (8)	c. expenditures that exceed receipts for the most recently completed fiscal year.
Yes (1)	2. The charter school implements effective and efficient fiscal management systems that ensure accountability of charter school funds and provides charter financial and budgetary information to the public (Sections 160.066, RSMo and 5 CSR 30-4.030).
NA (2)	3. If the charter contracts for pre-kindergarten services and claims attendance for state purposes, the pre-kindergarten provider meets the state pre-kindergarten program standards (Sections 163.018, 163.161, RSMo and 5 CSR 25-100.320).

GOVERNANCE

	1. The charter school employs appropriate procedures to assure the accurate and timely reporting of data to state and federal agencies.
Yes (1)	a. The department must calculate and publish an APR for charter schools “in the same manner” as school districts (charters must report necessary data as part of the department’s data reporting requirements). (Section 160.405.15, RSMo).
Yes (1)	b. In accordance with the annual data acquisition calendar (Section 160.405.4(2), RSMo)
Yes (1, 4)	c. Self-Monitoring Documents (Federal Programs, Special Education)
Yes (1)	d. Child Abuse and Neglect Hotline (Section 210.115, RSMo)
Yes (1, 3)	e. School Safety Provisions (Sections 160.522, 162.680.2, 167.023, 167.117, 167.627, 302.272, 569.155, 571.030, 574.115, 575.090, and 579.030.1(1), RSMo)

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA PAGE 1 MO 500-3223 (Rev 12-23)

Yes (1)	2. The charter school complies with federal laws relating to the protection of pupil rights, 20 U.S.C § 1232h(b).
NA (2)	3. The charter school reports school dropouts to the Missouri Literacy Hotline (Section 167.275, RSMo) .
Yes (1)	4. The charter school waives proof of residency requirements for a child whose parent or guardian is serving on specified active duty military orders (Section 160.2000, RSMo).
Yes (1)	5. The charter provides for student religious liberties in a manner consistent with Section 160.405.4(1) RSMo .
Yes (1)	6. The charter school ensures that an American Flag is displayed in front of each school building and the Pledge of Allegiance is recited in at least one scheduled class of every pupil enrolled in the school, no less often than once per school day (Section 171.021, RSMo).
Yes (1)	7. The charter school ensures that, if requested by any recognized organization, it allows at least 30 minutes to provide unbiased information on organ, eye and tissue donation to the governing body of a charter (Section 170.311, RSMo).
INSTRUCTION/CURRICULUM/ASSESSMENT	
NA (6)	1. If applicable, the charter school has developed standards for teaching (Section 160.045, RSMo).
NA (2)	2. The charter school complies with state high school graduation requirements (Section 170.345, RSMo and 5 CSR 20-100.190).
NA (2)	3. The charter school provides one-half unit of high school health and personal finance credit for graduates (5 CSR 20-100.190).
NA (2)	4. The charter school provides regular instruction in the United States and Missouri Constitutions , as well as American history, American institutions and American civics. Unless an exception applies, students are required to successfully complete a course of such instruction that is at least one semester in length, as required by (Section 170.011, RSMo).
NA (2)	5. The charter school ensures that all students entering ninth grade after July 1, 2017, pass an examination on the provisions and principles of American Civics as required by (Section 170.345, RSMo).
NA (5,2)	6. The charter school ensures that each high school distributes to its students the information on critical need occupations as provided by the DESE each year before November 1 (Section 167.902, RSMo).
	7. The charter school ensures that it has policies and procedures in place allowing students to participate in the Missouri Course Access and Virtual School Program (MOCAP) (Section 161.670, RSMo).
Yes, (1)	a. The charter school has adopted an enrollment policy that requires enrollment requests for MOCAP to be treated similarly to those for traditional courses.
Yes, (1)	b. The charter school provides for an appeal process upon denial of enrollment in MOCAP courses.
Yes, (1)	c. The charter school informs parents of their child’s right to participate in the program by making program availability clear in the parent handbook, registration documents and by featuring it on the home page of the charter school’s website.
Yes, (1)	8. The charter school shall determine a child is gifted only if the child meets the definition of “gifted children” as provided in (Section 162.675, RSMo).
Yes, (1)	9. The charter school’s course materials relating to sexual education instruction shall comply with statute (Section 170.015, RSMo).
Yes, (1)	10. The charter school ensures that it conducts dyslexia screenings for students and provides reasonable classroom support consistent with the guidelines developed by DESE (Section 167.950, RSMo).
NA (2)	11. The charter school ensures that all pupils (during the pupil’s four years of high school) receive 30 minutes of cardiopulmonary resuscitation instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. Instruction is to be included in the charter school’s existing health or physical education curriculum and must meet the requirements of (Section 170.310, RSMo).
	12. The charter school will: (Section 167.268, RSMo)
Yes (1)	a. Implement a reading success plan policy (Section 167.268, RSMo);
Yes (1)	b. Assess all students enrolled in kindergarten through grade three at the beginning and the end of each school year for their level of reading or reading readiness on state-approved reading assessments (Section 167.645, RSMo);
Yes (1)	c. Assess any newly enrolled student in grades one through five for their level of reading or reading readiness on a reading assessment from the state-approved list (Section 170.014, RSMo); and
Yes (1)	d. Provide reading success plans to students with substantial reading deficiencies and to those students who have been identified as being at risk of dyslexia. (Section 167.645, RSMo).
Yes (1)	13. The charter school assesses all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on a reading assessment from state-approved reading assessments (Section 167.645, RSMo).
	14. The charter school provides a reading success plan at the beginning of the school year to any student who:
Yes (1)	a. Exhibits a substantial deficiency in reading which creates a barrier to a child’s progress learning to read;
Yes (1)	b. Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia (Section 167.645, RSMo).

Yes (1)	15. The charter school has established a reading program in kindergarten through grade five based in scientific research (Section 170.014, RSMo).
Yes (1)	16. The charter school provides instruction: in Braille reading and writing to eligible students as outlined in the BRITE Act (Section 167.225, RSMo).
Yes (1)	a. In Braille reading and writing to eligible students as outlined in the BRITE Act; and
Yes (1)	b. In orientation and mobility training for blind and visually impaired students (Section 167.225, RSMo).
NA (2)	17. The charter school provides mental health awareness training to students in accordance with Section 170.307, RSMo .
NA (2)	18. The charter school, if it is a high school, offers at least one computer science course in an in-person setting or as a virtual or distance course option (Section 170.018, RSMo).
NA (2)	19. The charter school provides student IDs with the three digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline (Section 170.048, RSMo).
Yes (1)	20. If a charter school offers a social studies course related to, but not limited to, the Hebrew Scriptures, the Old Testament of the Bible, the New Testament of the Bible, it ensures compliance with Section 170.341, RSMo .
PROFESSIONAL LEARNING	
NA (6)	1. The charter school ensures that all educators in its employ, who hold a career continuous certificate, complete a minimum of 15 contact hours of professional development annually unless exempt (Section 168.021, RSMo).
Yes (1)	2. The charter school provides two hours of in-service training for all practicing teachers annually regarding dyslexia and related disorders (Section 167.950, RSMo).
This is optional	3. All school personnel may participate in a simulated active shooter and intruder response drill conducted by law enforcement professionals, as described in statute. Program instructors must be certified by the Department of Public Safety's Peace Officers Standards Training Commission (Section 170.315, RSMo). This is not a required training.
SAFETY	
Yes (1)	1. The charter school has a written discipline policy; provides the policy to students, parents and guardians; and follows the requirements of Sections 160.261 and 160.405, RSMo .
Yes (1)	2. The charter school complies with statute related to posting child abuse and neglect hotline information (Section 160.975, RSMo).
Yes (1)	3. The charter school requires the reporting of child abuse, including allegations of sexual misconduct involving a teacher or other employee of the charter school, and provides employee training in accordance with law (Sections 160.261.2, 162.069 and 210.115, RSMo).
Yes (1)	4. The charter school maintains immunization records as required by statute and reports such data required by the Missouri Department of Health and Senior Services (Sections 167.181 and 167.183, RSMo).
Yes (1,3)	5. The charter school complies with all statutes related to the transportation of students (Sections 162.064, 162.065, and 167.231 RSMo).
	6. The charter school complies with the Persistently Dangerous Schools provision of the Every Student Succeeds Act (ESSA) (P.L. 114-95) and (5 CSR 20-100.210).
NA (5)	a. Allow students who attend a persistently dangerous school to attend a safe public school within the charter school Local Education Agency (LEA).
NA (5)	b. Allow students who have been a victim of a violent criminal offense while in or on the grounds of the public school to attend a safe public school within the charter school LEA.
Yes (1)	7. The charter school is required to disclose to any public school about any former employee, information regarding any violation of the published regulations of the state board of education, the district, or the governing body of the charter school by the former employee if such violation related to sexual misconduct with a student and was determined to be an actual violation of the board, of the district, or the governing body of the charter after a contested case due process hearing has been conducted, pursuant to board policy (Section 162.068, RSMo).
Yes (1)	8. The charter school complies with the provisions of the Get the Lead Out of School Drinking Water Act. Effective 2023-24 school year and beyond (Section 160.077, RSMo).
Yes (1)	9. The charter school complies with the provisions of Will's Law related to individualized emergency health care plans for epilepsy and seizure disorders (Section 167.625, RSMo).
Yes (1)	10. The charter complies with the Gun-Free Schools Act (GFSA) (20 U.S.C. Section 7961), including providing assurances to DESE of the number of student expulsions related to firearms that occur each year.
COMPLIANCE	
Yes (1)	1. The charter school complies with all the regulations of the state and federal programs in which the charter school participates (Section 167.161, RSMo , 5 CSR 20-100.130, and 5 CSR 20-300.110 to .120).
Yes (1)	2. The charter school meets state and federal special education requirements for students with disabilities, economically disadvantaged students, migratory children, students whose native or home language is other than English and homeless youth (Sections 162.680 and 167.020, RSMo , and 5 CSR 20-300.110 to .120).
	3. The charter school complies with statutory standards including:

Yes (1)	a. Administration of the statewide system of academic assessments, as designated by the State Board of Education under (Section 160.518, RSMo).
Yes (1,3)	b. Assurances for the completion and distribution of an annual report card as prescribed in Section 160.522, RSMo .
Yes (1)	c. Collection of baseline data during the first three years of operation to determine the longitudinal success of the charter school (Section 160.405.7, RSMo).
Yes (1)	d. Measurement of pupil progress toward the pupil academic standards adopted by the State Board of Education under (Sections 160.514, and 160.405.6(a) RSMo).
Yes (1,3)	e. Publication of each charter school’s Annual Performance Report (Section 160.405, RSMo).
Yes (1)	f. Compliance with laws and regulations of the state, county or city relating to health, safety and state minimum educational standards, including requirements relating to student discipline under (Sections 160.261, 160.261.2, 167.161, 167.164 and 167.171, RSMo).
Yes (1)	g. Notification to law enforcement authorities of criminal conduct under (Sections 167.115 and 167.117, RSMo).
Yes (1)	h. Transmittal of school records as required by (Section 167.020, RSMo).
Yes (1)	i. Provision of the minimum amount of school time as required by (Section 171.031, RSMo).
Yes (1)	j. Performance of employee background checks as required by (Section 168.133, RSMo).
Yes (3)	k. Protections to students and families with respect to certain surveys and evaluations as required by (Section 167.113, RSMo).
NA (5)	4. The charter school notifies parents if the local education agency (LEA) or school within the LEA scores in the bottom 5% of the Annual Performance Report (Section 162.084, RSMo).

COMMENTS

Comment(s) are required for any item that has been marked as No or N/A.

- The stated purpose of this form is “assuring that it has or will comply with state law, federal law, and State Board of Education regulations included during the 2022-23 school year.” All charter schools sponsored by MCPSC have a signed contract on file at DESE. It assures compliance with all Missouri statutes related to charter public schools. MCPSC monitors throughout the year. MCPSC annually requests verification from DESE offices that monitor compliance to specific programs at the end of each fiscal year. MCPSC monitors schools compliance of annual items on the timeline dictated by the work function.
- This school do not offer this or does not serve the grades where this applies.
- One or more statutes in this section does not apply to charter schools, is a definition or the duty of another agency/board: 571.030, 574.115, 575.090, 160.522, 167.231, 167.113.
- Self-monitoring document list is not provided.
- This statute does not apply to this charter school
- Only applicable to charter schools operated by a school district.
- Not yet developed by DESE and cannot be complied with as of the date of this checklist.
- School is in first year of operation.

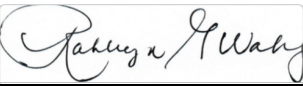
ASSURANCES

The superintendent/chief executive officer assures compliance with each of the items on the checklist.

SIGNATURE OF SUPERINTENDENT N/A See Performance Contract	DATE
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The Charter Sponsor annually reviews the charter school’s compliance with statutory standards, as required by [Section 160.405.7, RSMo](#).

SIGNATURE OF SPONSOR	DATE
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 box SIGN 157ZLLZ1-4YYXWY5

Feb 21, 2024

SCHOOL: ST. LOUIS VOICES ACADEMY OF MEDIA ARTS

YEAR: SY2023-2024

DATES: Feb. 28-29, 2024

School Overview and History

Voices opened its door for the first time in the fall of 2023. The mission is to leverage media arts and storytelling to equip students with the agency to excel academically, author their own futures, and make meaningful contributions in their communities. The aim is to create self directed learners who are curious and full of inquiry.

Voices currently serves 72 students. 100% of students are African-American and 7% of students qualify for special education.

Site Visit Process Overview

MCPSC conducts compliance site visits every year with Voices, as they hold a 5-year charter. The team consisted of Tonya Richardson, Program Coordinator for the Missouri Charter Public School Commission, and Marisol Rodriguez, Founder of Insignia Partners. Insignia Partners has been contracted to serve as the Site Visit Coordinator for the Commission's site visits in 2024.

Dr. Hollie Russell-West, Founder, organized the focus groups and interviews. The site visit included interviews or focus groups with the Founder, School Leader, Director of Operations, Director of Enrollment, teachers, a parent and the board.

The site visit team observed the March 13th board meeting.

Observations were not intended to assess the academic quality of the school, or the actual performance of any group or individual, but were focused on all compliance issues as outlined in the Site Visit Protocol.

General Observations

As a first year school, while not perfect, it was clear that Voices has come out of the proverbial gate strong. Interviewees at all levels felt supported, respected, and committed. There was an energy from the staff and students that exuded a sense of love, passion, and excitement. The mission of the school could be felt throughout the visit and weaved into all decisions including location, curriculum, and staffing.

Voices will need to grow strategically, being mindful of processes and structures that work with a small staff and limited number of students may not scale. But for now, it was clear that Voices is a unique place of love and joy, with a focus on the media arts and a commitment to academic rigor.

Findings

Criteria 1: Faithfulness to Charter

Areas of Strength

Voices focuses on four pillars: Inquiry, Media & Storytelling, Progressive Learner Autonomy, and Whole Child Development. These pillars, along with the mission, could be felt throughout each conversation, decision and even the physical space. Voices has numerous partnerships

that support their educational program. The school is located across from the public library and in a building that also houses a radio station. The school currently supplies 1:1 technology, a variety of recording equipment (microphones, iPads, cameras, etc.), and is building out a podcast room. The students were putting on a performance, which included singing, dancing, and scripts, the day of the site visit. Students are referred to as “creators”.

Clear goals were articulated and being monitored. Everyone understood the goals of 80% NWEA Growth in Reading & Math, 80% Growth in I-Ready, 50% of creators on grade level, 90% parent satisfaction and 90% retention rate.

Areas of Growth

Although enrollment targets were adjusted, Voices struggled to meet initial enrollment targets. A new Director of Recruitment and Enrollment was hired in January and they were able to clearly articulate a plan for recruiting students for next year.

Criteria 2: Student’s Opportunity to Learn

Areas of Strength

Voices has selected inquiry-based curriculum that aligns to their mission and philosophy (Invision, Amplify, and Inquire Ed). They include an SEL block to address the Whole Child.

They conduct weekly data team meetings where they are looking at NWEA Benchmark Assessments and I-Ready data. Teachers expressed appreciation of the hands-on approach the administration takes to reviewing data.

Voices currently has one student that requires full time SPED services which they have contracted with Miriam to provide. They are in the process of finding a full time SPED classroom teacher but have not been able to secure one yet. There is an academic interventionist in place to work with students who are struggling.

There are clear behavior protocols within the building and all teachers understand the model. There is an incentive system in place via Dean’s List where students have to obtain 50 points to attend “Fun Fridays”. There is a culture of incentives and positive reinforcements to motivate good student behavior. However, there was a clear discipline protocol also in place that appeared consistently implemented - 1) verbal warning, 2) two redirections, 3) referral. If restorative conversations are needed, students are taken out of recess to conduct those.

The parent we spoke to discussed easy and free flowing communication between themselves and the school. They described feeling welcome in the building and clearly understood where their child stood academically and behaviorally via Dean’s List. They appreciated hearing when their child was doing well in addition to things they need to work on.

Areas of Growth

No areas of growth were uncovered in this area during the visit.

Criteria 3: Instructional Leadership

Areas of Strength

Teachers and administrators described a clear coaching model, data meetings and strong PD. There are protocols in place for teacher coaching which teachers described as helpful and effective. PD was described as timely and relevant and helpful in improving their craft. PD is adjusted based on survey data to best meet teacher needs. Data meetings occur weekly and administration not only supports the analysis of data but supports teachers in creating plans for addressing students who are not making desired academic gains.

The evaluation process was clearly articulated and has been tailored to fit the school model. Everyone, including non-academic staff, knew how they were going to be evaluated.

Adult culture in the building appeared very strong with a feeling of both a respectful and supportive culture. At the same time, there is a level of accountability and improvement at all levels to ensure students are growing academically and systems and structures are in place and operating effectively. Teachers are given a survey at least twice a year that evaluates four areas of the school (operations, curriculum and instruction, school culture, and executive leadership). Leadership was able to discuss the results of the survey and it was obvious they take the feedback seriously and make any needed adjustments because of it.

Areas of Growth

Teachers expressed frustration that although there is co-teacher model in place, with a certified teacher and a para/intern, many times the support person is pulled to cover classes or specials when teachers are out.

Criteria 4: Organizational Viability

Areas of Strength

For a first-year school, the board appeared engaged, has a committee structure in place, has attended trainings, and is working on creating an Executive Director evaluation process that can be used not only this year, but in the years to come. At the board meeting the board asked strategic questions and appeared knowledgeable and engaged.

Safety does not appear to be a concern inside the school building. Staff is working with the building owner to put some additional security measures in place regarding the elevators.

Operationally things appear to be working well at this time. Systems and structures are being created with growth in mind. Arrival and dismissal procedures are working well.

Although the budget is tight, the board and finance committee are aware and working with Ed-Ops to manage finances.

Areas of Growth

During the observed board meeting, the board voted to decrease quorum from two-thirds to one-third due to difficulty in meeting quorum. This indicates that board members may need to rethink their commitment and additional board members may need to be added due to a lack of engagement.

While operations overall do not appear to be a concern, some expressed frustration at the turnaround time once supply orders have been placed.

While Voices clearly has enough physical resources, some described feeling light on people resources that expressed a desire for more TAs and cleaning staff.

Coversheet

Review/Discuss Letter of Intent for 1601 Washington

Section: III. Board Business
Item: D. Review/Discuss Letter of Intent for 1601 Washington
Purpose: Discuss
Submitted by:
Related Material:
1601 Washington Ave, St. Louis, MO 63103 & 1733 Lucas Ave St. Louis, MO 63103 3_3_25 (pdf) (1).pdf



March ____, 2025

Delivered via email:

Collinf@barbermurphy.com

Collin Fischer, CCIM
Principal
BarberMurphy
1173 Fortune Blvd
Shiloh, IL 62269

RE: Letter of Intent to Purchase: 1601 Washington Ave, St. Louis, MO 63103 & 1733 Lucas Ave St. Louis, MO 63103

Dear Collin,

The purpose of this letter is to indicate the basis upon which St. Louis Voices Academy of Media Arts, a Missouri Nonprofit Corporation or assigns (the "Buyer") is prepared to acquire the above-referenced property located at 1601 Washington Ave, St. Louis, MO 63103 & 1733 Lucas Ave St. Louis, MO 63103 (the "Property"). It is agreed that no party to the proposed transaction will be under any legal obligation with respect to the proposed transaction, and no offer or obligation of any nature whatsoever shall exist or be implied unless and until a formal, written agreement has been executed and delivered by all parties intending to be bound

- Seller:** 1601 Facility Owner LLC & 1601 Facility Parking Owner LLC
- Buyer:** St. Louis Voices Academy of Media Arts, a Missouri Nonprofit Corporation or assigns
- Property:** 1601 Washington Ave, St. Louis, MO 63103 & 1733 Lucas Ave St. Louis, MO 63103
- Parcel ID(s):** 0524-9-100.000, 0522-9-010.001, 0522-9-010.002, 0522-9-010.36, 0522-9-010.37, 0522-9-010.038, 0522-9-010.039
- Purchase Price:** Three Million Five Hundred Sixty-Three Thousand and Sixty-Five Dollars (\$3,563,065)
- Earnest Deposit:** Buyer shall deposit \$20,000 with True Title within (5) business days of sales contract execution date.
- Contingency Period:** One Twenty (120) days from contract execution date.
- Inspections/Contingencies:** During the 120-day contingency period, the Buyer shall have the opportunity to walk through the property upon 24 hours' notice for the following:
- A. Survey Inspection
 - B. Title Inspection
 - C. Environmental Inspection
 - D. Property Inspection
 - E. Financing contingency

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- F. Zoning
- G. Space planning
- H. Construction bids
- I. Financial reports

If at any time during the 120-day contingency period, the Buyer may terminate the sales contract if it is not satisfied with any of these items. The Buyer shall notify the Seller in writing. At that time, the Buyer shall be released from the contract and shall be returned their earnest deposit. Buyer has the right to extend Buyers Contingency Period by 30 days by providing written notice to Seller prior to the then expiration date and depositing \$5,000 additional Earnest Money as set forth herein.

Closing: Thirty (30) days after the completion of the contingency period.

Document Availability: If in the Seller’s possession, Seller to provide a copy of the following:

- A. Survey
- B. Environmental Reports
- C. Building Plans
- D. CC&R’s
- E. Property Reports and any other property related document in the seller’s possession.
- F. Condo Association annual meetings report
- G. Financial reports

Expiration Date: This LOI shall expire on March ____, 2025, at 2:00pm.

Brokerage: SmartEquity, Inc is the limited agent of the Buyer and has a fiduciary responsibility to the Buyer. Seller is represented by BarberMurphy and has a fiduciary responsibility to the Seller.

Commission: SmartEquity, Inc shall be recognized as Buyer’s limited agent and Seller shall pay a commission to SmartEquity equal to three percent (3.0%) of the Purchase Price at Closing.

Please acknowledge by signing below and returning a counterpart of this Proposal. The Buyer shall prepare the Sale Contract within fourteen days of acceptance of this Letter of Intent.

Brandon K. Smart
President

Brandon K. Smart

Paul Mabry
Director

Paul Mabry

Agreed and Accepted by Buyer:

St. Louis Voice Academy
Name: _____
By: _____
Date: _____

Agreed and Accepted by Seller:

1601 Facility Owner LLC
Name: _____
By: _____
Date: _____

Coversheet

Executive Director's Report

Section: IV. Executive Director's Report
Item: A. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: [Executive Director's Report 3-12-2025](#)