



**Charter School Application**  
Rev February 8, 2024

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## INTRODUCTION

As is required in 5 CSR 20-100.260, the UMSL CSO implements a comprehensive application process that includes clear application materials and guidance; follows fair, transparent procedures, timelines, and rigorous evaluation criteria; and approves only those charter applications that demonstrate a strong capacity to establish and operate quality charter schools.

UMSL seeks high-quality applications from individuals and groups who have the skill, capacity and vision to initiate and sustain high quality public charter schools. Priority is given to applications that focus on alternative education, educating high-risk students, and the re-entry of dropouts (160.405.2(5), RSMo). Over the last decade, UMSL has learned a great deal about what it takes to establish and operate a high-quality public charter school. Clearly a strong educational program is a critical ingredient for success. Equally important are the organizational and financial practices, systems, and leadership that support the program. As more has been learned about the elements of successful charter schools, these lessons have been translated into policies and practices for determining which applications should be approved and which should not.

As outlined in 5 CSR 20-100.260.2(A), the UMSL CSO implements a thorough charter application process and timeline as outlined in section 160.405.1-2, RSMo, without requiring any fee from the applicant in accordance with section 160.400.6, RSMo.

UMSL's application process (in brief) is as follows:

- Step 1: Prospectus Submission
- Step 2: Application Submission
- Step 3: Application Evaluation and Capacity Interviews
- Step 4: UMSL CSO Decision
- Step 5: DESE Submission and State Board Approval

### Potential Timeline for Application Process

This timeline includes the latest possible dates to complete the application process. UMSL encourages applicants to apply earlier than the outlined dates to allow adequate time to revise or amend an application, as needed.

Task	Date Due	Notes
Step One: Prospectus Submission	May 1	
Step Two: Application Submission	July 1	
Step Three: Application Evaluation and Capacity Interviews	July 1 – September 30	The initial evaluation process can take up to 90 days.
Step Four: UMSL CSO Decision	October 1	

Step Five: DESE Submission	November 10th	Or the next business day if November 10th falls on a Saturday or Sunday
Step Five (cont.): State Board Approval	January SBOE meeting	Statue requires this is approved by January 31 preceding the proposed opening school year
Sign Contract	June 30	

Note: all dates are for the school year preceding the school year of the proposed opening school year (i.e., prospectus is due May 1, 2024 for a school planning to open Fall 2025)

As outlined in the *Potential Timeline for Application Process*, this Charter Application may be submitted after an applicant has submitted a prospectus and received an invitation to apply from the UMSL CSO. We expect that successful applicants will have spent several years in the development process and will submit a fully developed plan. Each section below details what should be described and general evaluation criteria. It is understood that there is a multitude of federal, state and local laws that govern the provision of public education and its surrounding programs. In most sections, major sections of law are identified for reference, but it is expected that applicants will know, or seek appropriate guidance on relevant laws to create an application that meets all, and the application will be judged on that basis, even if the laws are not cited herein.

If any instructions are not clear, the applicant has any special situations that seem not to fit law or the sections described below, or would like additional guidance about any aspect of education or charter school law, please direct questions to our office.

The application consists of the DESE Cover Sheet, three major sections, and accompanying appendices:

- DESE Cover Sheet
- Section A: Program Description
- Section B: Program Operations
- Section C: Facility and Budget
- Appendices: Including but not limited to:
  - Unit of Study (A.4)
  - Articles of Incorporation, IRS NFP Letter (B.2)
  - Bylaws (B.2)
  - Board Policies (B.2)
  - Board Resumes (B.2)
  - Assurance of Background Checks (B.2)
  - Service agreements, if applicable (B.1-B and B.2)
  - Five-Year Budget and year-one cash flow analysis with budget assumptions noted (C)
  - Other appendices as determined by the school

### **The Performance Contract and DESE Standard Requirements and Assurances**

Once the Charter School Office approves the application, it will work with the applicant team to prepare for submission to the Missouri State Board of Education (MOSBOE). Together, the UMSL CSO and the applicant team will develop school- and mission-specific goals to include in the five-year Performance Framework that includes measurable student academic achievement and non-academic targets and include it in the application appendices. To examine the performance framework template, see Appendix 4: UMSL Charter School Performance Framework Template in the UMSL CSO Handbook, located at our website. The board of directors will also approve an assurance statement that the school will comply with all state and federal statutes and regulations that govern Missouri's charter public schools.

### **The DESE Cover Sheet**

You will find the two-page DESE Cover Sheet on pages 4-5.

**Missouri Charter School Application Cover Sheet Page 1 of 2**

.....  
NAME OF PROPOSED CHARTER SCHOOL

.....  
NAME OF NOT-FOR-PROFIT 501(c)3 ORG THAT WILL HOLD THE CHARTER

.....  
PRIMARY CONTACT PERSON      TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORG

.....  
MAILING ADDRESS

.....  
TELEPHONE (PRIMARY)      TELEPHONE (SECONDARY)

.....  
EMAIL ADDRESS of APPLICATION CONTACT PERSON

.....  
EDUCATION SERVICE PROVIDER (IF APPLICABLE)

.....  
PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

.....  
DIST. IN WHICH THE SCHOOL WILL BE LOCATED      INTENDED OPENING DATE

**ENROLLMENT PROJECTIONS**

	Grade Levels	Projected Enrollment		Grade Levels	Projected Enrollment
School Year 1			School Year 6		
School Year 2			School Year 7		
School Year 3			School Year 8		
School Year 4			School Year 9		
School Year 5			School Year 10		

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADE LEVELS \_\_\_\_\_ TO \_\_\_\_\_ WITH A PROJECTED TOTAL ENROLLMENT OF \_\_\_\_\_.

**Missouri Charter School Application Cover Sheet Page 2 of 2**

**SCHOOL DESCRIPTION (1-page maximum)**

The purpose of this section is to have a snap-shot description of the school. Describe the school's mission, curriculum, grades served and what benefits the students will enjoy as a result of attending this school. Your description will be used by the sponsor to provide information to the public.

**APPLICATION CERTIFICATION**

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

**BOARD APPROVAL**

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

.....  
DATE OF APPROVAL

.....  
SIGNATURE - BOARD CHAIR/PRESIDENT

.....  
PRINTED NAME

.....  
DATE



## **SECTION A: ACADEMIC DESIGN and CAPACITY**

### **A.1 Mission, Vision, Philosophy and Goals**

State the school's mission, vision, philosophy, and general goals. Describe the school's educational foundation and the culture or ethos. Provide an overview of the instructional methods and any research or experience that indicates why you have chosen to use this approach with your anticipated student population. Explain how you will measure the success of your students; list the goals you expect them to reach before leaving the school. If you will serve students through 12<sup>th</sup> grade, explain how you will measure their success post-graduation. Present the evidence for, or explanation of, the need for and community interest in the proposed school. View this section as a 1-2 page "elevator speech" that can be used to describe your school to a potential donor.

#### Evaluation Criteria

A response that meets the standard will:

- Present a compelling 1-2 sentence mission statement that defines the purpose of the school, articulating what the school intends to do, for whom, and to what extent;
- Present a coherent and concise vision for the school describing what impact the school will have for students, staff, and the community in 5 years and 10 years if it is achieving its mission;
- Describe the school's projected population, explaining how the reasoning for the projections, and how this specific school will meet the needs of the anticipated student population; and
- Provide a compelling justification for the existence and support of this school compared to all other education options available for your target population.

STATUTORY REFERENCE(S): 160.405.1(1)

## **A.2 Student Population, Recruitment and Enrollment**

Describe the school's student population and how the proposed mission, vision, philosophy, and general goals align with the educational needs of the student population. Discuss where expected students are likely attending school now and why they would choose this school. Describe insight and feedback potential enrollees have provided about their needs and how that informed this application. Address anticipated and historic attrition and mobility of students, and needs for transportation. Discuss admission policy: the enrollment process, preference policies, grade levels admitted, back-filling, lottery/waitlist processes, etc.

Complete an Anticipated Enrollment Table for each year of the school's proposed charter, including anticipated student demographics or populations that will be prioritized through recruiting or other legal priorities. Include any assumptions, risks, or potential limitations. Describe how you will recruit students, including publicity, marketing, and strategies to reach all eligible families.

### Supplementary Material

- Admission and enrollment policies, including procedures to be used in the case of excess demand for open seats

### Evaluation Criteria

A response that meets the standard will:

- Demonstrate a clear understanding of the population the school intends to serve and how that aligns to community demographic information; include enrollment data from schools currently operating in the community;
- Demonstrate community or family demand for the proposed school, such as letters of intent to enroll;
- Present a persuasive explanation of how the proposed mission, philosophy and general goals will meet the needs of the population;
- Present evidence to indicate that the enrollment projections by grade and school-wide for each year of the charter are realistic;
- Include an effective outreach and recruitment plan that demonstrates understanding of the community to be served; and
- For schools serving high-risk populations, describe how school will verify students as high-risk for enrollment.

STATUTORY REFERENCE(S): 160.405.1(5); 160.410, 160.415.11

### **A.3 Educational Program and Curriculum**

Describe the educational program, including the planned curriculum and instructional models, for the proposed school. Explain why this program was chosen in light of the school's mission, vision, and projected student population. Present a coherent and concise description of the school's educational philosophy, ensuring that priorities are meaningful, manageable, measurable, and focused on improving student outcomes. Clearly cite any research referenced in the application and distinguish between the following: any existing models that will be adopted as is, variations on those models to be implemented, and/or original instructional models to be used.

Discuss the specific strategies that will be relevant or necessary to successfully implement the curriculum. Explain how the instruction will be delivered—virtually, in classrooms, by a teacher, using small groups, team teaching, laboratories, and if any other special strategies will be employed, such as experiential learning, project or problem-based, or other methods.

If the curriculum has already been fully developed, cite research that shows the curriculum will lead to the intended outcomes for students. If available, include outcomes for students learning within comparable educational programs in communities like the proposed school's community.

If the curriculum is still being developed, describe development plans. Then, reference and explain research supporting your assertion that this approach will help students succeed.

Describe the following:

- The process for developing the scope and sequence for the core academic subjects, ELA, math, science, and social studies, over the next 3-5 years including a timeline and benchmarks;
- How the curriculum will be documented and communicated to teachers including timelines and benchmarks; and
- A coherent process for professional development that is likely to support effective development and implementation of the education program, including how staff development needs will be assessed.

Many schools derive their foundations from an external source. Schools may be developed in partnership with a university or other education or service provider. These may be used for the training of future teachers, educational experimentation, educational research, or professional development, or may be a social service or medical provider in need of an education partner.

Schools may also partner with other entities that require certain operating requirements, standards, or fees. If a school intends to be affiliated with any larger organization through contract or other formal agreement (material partner), indicate how this

relationship impacts the educational program. Examples include, but are not limited to: licensing organizations such as KIPP, Montessori, SABIS, Waldorf, or International Baccalaureate, and partnerships, like New Tech Network.

Applicants who intend to operate career education programs must complete the Application for Approval of Career Education Programs and explain the career and technical components in addition to the standard required curriculum. Also, be sure to address all components throughout the remainder of the application, specifying if there are differences in requirements or expectations in different tracks.

Describe any plans for extra-curricular or enrichment activities that will be important to your program and plans for assisting students in transitions to additional education or work placement. Also highlight any community partners and opportunities for your students. This might include field trips or other out-of-school experiences, summer internships, employer partnerships, or community experience programs.

### Required Documents

- In the appendices, include a full unit of study from a full-year course that includes the unit assessment and demonstrates alignment or consistency with the school's mission and philosophy; and
- Attach the measurable objectives, subject area content, and skills for each grade level. Show how the curriculum aligns with the Missouri Learning Standards.

### Supplementary Material

- Curriculum guides, or links for any commercial programs or contracted material, such as Montessori, or International Baccalaureate (IB)
- For career and technical programs, include results of community-based assessments, student interest survey data, advisory committee recommendations, and needs identified by business and industry/employment outlook. Student interest survey data must be derived from Missouri Connections or a similar student interest assessment
- Relevant research support and/or relevant outcomes from similar school models
- Background information on material partners including relevant performance data for other schools in the partner portfolio.
- The services agreement(s), or template version if not yet executed, and term sheet(s) between the governing board and any material partners is required in the application appendices. Also provide a list of all other schools in MO affiliated with the partner, past or present, with contact information, or if there are none in MO, in other states with similar populations.

### Evaluation Criteria

A response that meets the standard will:

- Present a clear and coherent framework for teaching and learning—particularly in core academic areas—aligned with Missouri Learning Standards and consistent with the school's mission, vision and educational foundations provided in previous subsections;

- Demonstrate understanding of relevant instructional strategies consistent with the school's philosophical approach to educating students;
- Present a persuasive explanation of how the school's curriculum and instruction will meet the needs of the student population described;
- Provide a sound justification and process for selecting partners;
- Describe the process for developing, reviewing, and improving the curriculum including a timeline and benchmarks;
- Identify sound research, experiential or theoretical base, and foundational materials that will guide curriculum development;
- Describe how the curriculum will be documented and communicated to teachers – especially those new to the school - including timelines and benchmarks;
- Present a coherent process for professional development that is likely to support effective development and implementation of the education program;
- Describe how staff development needs will be assessed;
- For career and technical programs, present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations;
- For virtual or experiential programs, present a plan for adequate monitoring of a student's school day, including the delineation of online and off-line time in virtual programs;
- A plan for adequate technical or other support for students and parents or guardians in any schools that requires special experiences, like virtual schools, transportation in experiential programs, or other equipment or fees in career and technical programs.

STATUTORY REFERENCE(S): 160.405.1(8); 160.405.4(5); 160.405.5(2); 160.518



#### **A.4 Assessing Student Performance**

Describe how you will measure student progress toward the performance goals and academic standards adopted by the state board of education, outlined in the Charter School Contract, *and* additional goals set by the school. Tie these measurements to the school's mission and vision.

Describe the school's approach to student assessment, both formative and summative. Explain how the school will evaluate progress of individual students, Student Groups, grade levels, cohorts over time, and the school as a whole toward meeting the school's goals and state requirements. Detail how the assessment(s) will be used to measure the impact of the school's model and education philosophy of the school.

List the internal indicators, measures, metrics, and targets that will be used for academic program performance. Explain how baseline performance will be established in the first year of operation.

Outline the curriculum-embedded or externally validated assessments that will be used to analyze student performance. Describe the school's approach to evaluating the progress of individual students and groups, through state-required assessments and other means specific to the school. Include the following elements in your description:

- Why you chose these measures (i.e., how this approach aligns with the school's mission);
- How and by whom teachers will be trained to gather, analyze, and use performance data to improve instruction;
- When the board will review what performance data;
- How performance data will be used, and when, to modify programming for individual students, groups of students, or classes; and
- How performance will affect student promotion and, if applicable, graduation.

For high school courses, describe how the school will incorporate any state-required end-of-course assessments into the design of the courses. For courses without state-required end-of-course assessments, describe how success will be measured and credit awarded.

If the school plans to utilize competency-based instruction and assessment to award credits, explain how the competency-based system will be designed and assessed. Describe the academic standards beyond the applicable state and sponsor standards you plan to adopt or develop. Describe the adoption and/or development process. Take one grade level and subject area as an example and explain how these additional standards exceed applicable state and sponsor standards.

Applicants proposing to operate an alternative credit program serving high-risk students should propose comprehensive school-specific academic and behavioral measures and explain how those measures align with the school's mission, the proposed educational program, and the statewide accountability system. Include a plan for assessing

completion of and progress toward alternative credits when completing this section. Describe how the school will align to state graduation standards and/or use the Missouri Options program.

Discuss how the school uses assessment information to modify the educational program and improve instruction, student learning and staff development. Detail the school's policies and criteria for promoting students to the next grade or level for graduation from the school.

#### Evaluation Criteria

A response that meets the standard will:

- Align with the school's mission, student population, and overall educational priorities;
- Present a clear, credible, and sound plan for measuring, reporting, and responding to the educational performance and progress of individual students, Student Groups, grade levels, cohorts, and the charter school as a whole including valid and reliable measures of student outcomes;
- Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes;
- Demonstrate understanding of Missouri assessment requirements; and
- Present clear criteria for promotion from one level to the next, and for graduation.

STATUTORY REFERENCE(S): 160.405.4(6); 160.518; 162.125



## **A.5 Instructional Staff**

Outline the staffing plan for the term of the charter with a staffing schedule matched to student enrollment. Discuss how the staffing plan supports sound operation and successful implementation of the school's educational program and the expected student population. Be sure to discuss class sizes, teacher preparation and collaboration time, plans for aides and substitutes and all supplementary professionals, including, but not limited to librarians, reading or math specialists, and special subject teachers.

Describe the instructional skills, experience, and development that teachers will need in order to be successful. Describe the strategies the school will use to recruit and retain effective teachers. Explain how the school determines appropriate experience, training and skills of non-certified instructional personnel. Also, be sure to indicate if the previously identified educational foundations, controlling contracts, or special curriculum require specific training or certification, staffing levels, professional development or other staff requirements.

Describe new teacher mentoring, teacher evaluation, compensation, and other strategies to promote hiring and retaining and quality staff. Explain the school's strategies for professional development in alignment with the school's mission and goals.

### Supplementary Material

- Staff Handbook or Employment Manual
- Personnel policies

### Evaluation Criteria

A response that meets the standard will:

- Demonstrate a sound understanding of staffing needs that are aligned with the budget and with the school's anticipated enrollment;
- Demonstrate a sound understanding of staffing needs with respect to successful implementation of the educational program;
- Present strategies for recruiting and retaining effective teachers that are realistic and reasonably likely to be effective; and
- Present strategies to assure teachers are receiving professional development that is aligned to school mission, advancing the quality of instruction and advancing student outcomes

STATUTORY REFERENCE(S):: 168.071; 160.405; 160.420

## **A.6 School Calendar and Daily Schedule**

Present the school calendar for the first year of operation, showing how the school day and school year will meet the legally required number of hours of pupil attendance. Present sample daily class and teacher schedules showing daily hours of operation and allocation of time for core instruction, supplemental instruction, extra-curricular activity, teacher preparation time, after-school activities, and other relevant scheduling needs for full program implementation.

Describe how the calendar and daily schedule support the mission, education philosophy, and academic strategy of this school. Also, discuss how the calendar and daily schedule fit the needs of the student population and teacher development and retention. If there are barriers, such as transportation to activities, parent involvement requirements, or other expectations, please discuss.

Describe a “day in the life” of this school’s typical student and classroom teacher (at elementary, middle, and high school levels, if relevant). Discuss how that daily schedule accommodates extracurricular activities, special subjects, pull-out or push-in time, teacher meetings, teacher development, or other relevant scheduling needs.

### Evaluation Criteria

A response that meets the standard will:

- Align with the school’s educational mission and goals, curriculum and instruction plan, and assessment plans;
- Meet the differentiated needs of the student population;
- Accurately represent all teacher preparation, mentoring, observation and evaluation in the school schedule and calendar;
- Comply with minimum requirements for the number of school hours pursuant to 160.041; and
- Provide, in advance, for the makeup of a minimum of thirty-six hours of inclement weather closure pursuant to 171.033.2.

STATUTORY REFERENCE(S): 160.041; 160.405.6; 171.033(2); 160.0111

## **A.7 Special Student Populations**

All public schools, including charter schools, must adhere to certain requirements for students with special circumstances. These requirements are detailed in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, the McKinney-Vento Assistance Act, and applicable federal and state regulations.

Describe the founding group's experience overseeing, managing, or providing services to special student populations. This includes students identified as eligible for special education services or gifted/talented services; students with a 504 plan; English Language Learners; and homeless and migrant students.

Explain specifically how these students will be identified, how the school will develop plans for their education, how their progress will be monitored, and how the school has budgeted and staffed to meet those responsibilities. If not already outlined above, explain how the school's curriculum and teachers' instruction has been designed and/or will be adapted to serve identified needs of these students. Explain how any transportation required as part of individualized education programs (IEPs) will be provided and paid for.

You will be required to meet all minimum standards and requirements, but highlight how your school's philosophy, curriculum or practices will better meet the needs of students of all abilities.

### Evaluation Criteria

A response that meets the standard will:

- Demonstrate capacity to meet state and federal requirements regarding the identification and education of students with disabilities, students who are homeless and children who are gifted;
- Describe the school's plan for the implementation of special education services;
- Contain written procedures to systematically identify and serve gifted/talented students in all grades consistent with state administrative rules and regulations; and
- Demonstrate capacity to meet state and federal requirements regarding identification and education of the likely EL population.

STATUTORY REFERENCE(S): 167.020; Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1974; the McKinney-Vento Assistance Act; Section 160.405.4(7)

## **A.8 School Climate and Culture**

Describe the desired climate (spirit, ethos, norms) and the school's culture (expectations, collective perception). Describe strategies the school will employ to develop and sustain a safe and orderly climate, and explain how the desired culture will support the school's mission and promote a positive learning environment.

Describe how the school will address the social and emotional development of students.

Explain the school's student behavioral philosophy and its alignment to the educational philosophy. Outline the conduct or discipline policy for both the general student population and for students with special needs. This policy must address how positive behavior will be reinforced and how inappropriate behavior will be discouraged. Prior to imposing any consequences for inappropriate behavior, due process and other applicable requirements must be met, including those referred to in Section 160.405, RSMo.

If it is already developed, attach the full conduct or discipline policy (or Student Handbook). If it is not yet developed, outline the plan for developing the policy that is aligned with the school's mission and meets UMSL CSO pre-opening requirements.

Describe how the school will promote the culture with students, board members, staff, parents, community members, and vendors through training and other means.

### Supplementary Material

- Relevant research to support approach
- Faculty, staff, parent, or student handbooks, discipline policy, or other policy documents

### Evaluation Criteria

A response that meets the standard will:

- Describe the school's culture (expectations) and climate (ethos);
- Present a persuasive explanation of how the school's climate and culture will meet the needs of the student population;
- Describe how the school will promote the culture and climate with students, as well as with board members, faculty, staff, parents, community and vendors;
- Describe an approach to student discipline that is likely to promote a safe and orderly learning environment;
- Present legally sound policies for student discipline, suspension, dismissal and expulsion, or a reasonable plan for their development;

STATUTORY REFERENCE(S): 160.261; 160.405.1(12); 160.405.2; 168.071

## **A.9 School-Specific Goals and Objectives**

Public charter schools are expected to offer families quality educational options, preparing students to succeed in the next phase of their lives. Further, public charter schools are subject to sponsor, state, and federal accountability requirements. The UMSL CSO holds schools accountable and measures progress and quality using state-required assessments, formative and summative assessments selected by each school, and additional measures proposed by each school. As a component of the legal Charter School Contract with UMSL, the Performance Framework will include a set of core educational performance expectations that reflect state accountability requirements. Performance on state assessments influences whether the school is renewed, whether that renewal process may be expedited, and whether the school can be renewed for a ten-year term.

In addition to those standard requirements, schools should have aspirational goals, and other goals particular to the school's educational philosophy and organizational priorities. With the UMSL CSO Performance Framework in mind, provide goals and objectives, aligned with the school's mission, vision, and educational philosophy. The list of goals should meet the following criteria:

- Goals are SMART (specific, measurable, attainable, relevant, and time-bound);
- At least two academic goals and two non-academic goals are included;
- No more than ten goals are listed;
- Data must be valid, reliable, and available to the sponsor (ideally from a third party);
- Baseline data is included, or, if it is not yet available, a concise plan for setting baseline data is provided; and
- Mission-specific goals are included, especially if they are used as key marketing elements of the school (e.g., internships, community partnerships, or language immersion).

For consideration for inclusion as the “comp schools” in the Performance Framework, identify three comparative nearby public schools with a similar grade configuration, model and/or target population. Explain why you chose those schools and provide comparative data from these “peer schools.” You may identify an additional high-performing public school within Missouri as an “aspirational peer.”

Applicants proposing alternative credit programs within their model should include goals related to completion of and progress toward alternative credits when completing this section. Applicants planning to offer virtual courses should include goals related to virtual course completion.

Describe how data will be collected for each goal, utilizing a realistic process for gathering and analyzing data that will be used by the school team internally and shared with the sponsor. Address how and when such data will be evaluated by the board in the Governance section. Describe how you plan to maintain accountability to those goals and identify possible interventions you will implement if those goals are not met, in any

time period. Indicate at what level of failure you will consider closure and/or reconfiguration of the LEA, buildings, or grades, and at what level of persistent failure the board will decide to close buildings, or the entire LEA.

### The Performance Contract

If the UMSL Charter School Office approves the application, it will work with the applicant team to prepare it for submission to the Missouri State Board of Education (MOSBOE). Considering the goals in this Charter Application, the UMSL CSO and the applicant team will develop school- and mission-specific goals to include in the five-year Performance Framework that includes measurable student academic achievement and non-academic targets and include it in the application appendices. To examine the Performance Framework Template, see Appendix 4: UMSL Charter School Performance Framework Template in the UMSL CSO Handbook.

### Evaluation Criteria

A response that meets the standard will:

- Set high standards for student learning;
- Identify goals and outcomes that align with the school's mission and educational program;
- Define goals and objectives that are specific, measurable, ambitious and attainable, relevant and time-bound;
- Include a timeline for students to meet performance standards that shall not be construed as permitting a charter school to be held to lower performance standards than any other public schools within a district;
- Set specific measures for Student Groups if that population differs significantly from the school's overall population;
- For schools for high-risk populations, specify the time frame in which students will be expected to meet state performance standards; and
- Identify the lowest threshold for performance the board will tolerate before enacting closure procedures.

STATUTORY REFERENCE(S): 160.405.1(7)

## **SECTION B: ORGANIZATIONAL PLAN and CAPACITY**

### **B.1 Governance and Corporate Organization**

The school's governing board holds the charter and is directly accountable to the UMSL CSO for the success of the school and its students. The governing board plays a critical role in the success of the school and understands the term of the initial charter is five years, after which it may be renewed. The boards of successful charter schools clearly define goals and objectives, communicate expectations, and gather and evaluate important information. They exercise their duty of care to by engaging in rigorous, ongoing monitoring of academic performance, financial performance, and operational efficiency and effectiveness. And, with a constant focus on the long-term success of their students, they make decisions aligned to identified needs in each of these areas.

Successful non-profit governance—of charter schools or other organizations—is most likely to occur when board members collectively have a broad combination of experience and capacities. Missouri non-profit law requires a minimum of three board members (Section 355.321, RSMo). Thus, at least three must be named in the application. By the time of school opening, the UMSL CSO requires governing boards have at least five members. This ensures an appropriate diversity of experience and insight, allows for functioning committees, and makes it more likely that a quorum will always be present to conduct business.

In addition to requiring applicants to meet the minimum legal requirements, the UMSL CSO considers applications to be strongest when the board is fully developed at the time of application submission. This means having both the number of board members—consistent with the bylaws developed to guide the board—and the range of capacity and experience needed for the execution of the board's responsibilities on an ongoing basis. Applicants should be prepared to demonstrate that they currently have the capacity to exercise sound non-profit governance or have clear, actionable plans to develop that capacity in a timely fashion.

Briefly describe the philosophy and/or strategy used to form your founding board. Discuss the board's purpose, the knowledge, skills and abilities sought, and the current strengths and challenges of the board. Describe the size, composition, and proposed committee structure of the board. Note whether additional board members are needed and outline how they will be recruited before the school opens (and in the future) to ensure the board can fulfill the following functions:

- Hire, oversee, and develop the superintendent, executive director, or CEO;
- Oversee the development and implementation of the educational program;
- Oversee the effective and responsible use of public funds;
- Oversee and be responsible for compliance with all applicable legal obligations;
- and
- Effectively oversee the school and represent key stakeholders.

Explain how the board will fulfill its responsibility for strong governance, an effective learning environment, and legal compliance. Discuss, in general terms how the board will carry out its duties, such as committees, selection of officers, and evaluation of its own oversight and the operations of the school. Describe how and when the board will

- Evaluate the success of the school leader, the school, and its own performance;
- Review academic, organizational, and financial performance data; and
- Ensure it is meeting basic legal and governance requirements.

Outline orientation and training plans for board members to govern effectively, adhere to applicable laws (including the Missouri Sunshine Laws), and ensure sound stewardship of public funds dedicated to the education of the school's students.

Distinguish between orientation that will occur at the beginning of a board member's service, and ongoing training provided to all board members.

Explain how the board will develop over time. Include succession planning for officers and the Executive Leaders, based on the term limits and other requirements in the by-laws. Additionally, explain how and when complaints may be brought to the board and addressed.

If the governing board has or will conduct other nonprofit activities besides operating the proposed school, provide a brief description of the organization, its history, its current operation, and the relationship between its existing or planned activities and the proposed school.

Describe relationships to any other material contractors or partners. Clarify how all the entities involved in leading and operating the school will work together. Outline which services will be contracted. Further, discuss how the school will encourage and manage participation of parents, the community and any other stakeholder entities.

Acknowledge that the governing board has read and agrees to the UMSL CSO Handbook as a component to be included in the Charter School Contract, should the application be approved. This includes the agreement and time frame for implementation between the charter school and the UMSL CSO as to when a sponsor shall intervene in a charter school, when a sponsor shall revoke a charter for failure to comply with Section 160.405.8, RSMo, and when a sponsor will not renew a charter under Section 160.405.9, RSMo.

Acknowledge that, if approved but the Charter Contract is revoked on non-renewed, the charter school will implement procedures, as provided in Section 160.405.1(16) and the UMSL CSO Handbook. This includes, but is not limited to,

- Orderly transition of student records to new schools and archival of student records;
- Archival of business operation and transfer or repository of personnel records;
- Submission of final financial reports;
- Resolution of any remaining financial obligations;
- Disposition of the charter school's assets upon closure; and



- A notification plan to inform parents or guardians of students, the local school district, the retirement system in which the charter school's employees participate, and the state board of education within thirty days of the decision to close.

Attest that a copy of this application will be given to the school board of the district in which the charter school is to be located and to the state board of education, within five business days of the date the application is filed with the UMSL CSO. Once such a submission is made, documentation must be provided to the UMSL CSO.

#### Required Documents

- Articles of Incorporation, which must include the disposition of property in the event of closure
- By-laws
- Board policies regarding open meetings and records compliance (if not included in By-laws)
- Code of Conduct
- Conflict of Interest Policy
- Proof of Missouri non-profit and tax-exempt status (or a plan to meet those requirements pre-opening)
- Proof of exemption from federal taxation according to Section 501(c)3 of the Internal Revenue Code (or a copy of the application for exemption)
- Attestation of completion of background checks and Missouri Ethics Commission conflict of interest forms (or a plan to meet those requirements pre-opening)
- Active and prospective board member resumes
- Corporate By-laws signed and dated

#### Evaluation Criteria

A response that meets the standard will:

- Include all required documents;
- Indicate that the board has a thorough understanding of their governing role and ultimate responsibility for the school;
- In the case of pre-existing organizations, demonstrate that operation of the proposed school is consistent with the organization's overall mission and operation and there are no conflicts of interest;
- Demonstrate no other external conflicts of interest;
- Present a board that has capacity and willingness to oversee the successful development and implementation of the education program presented in the application;
- Demonstrate capacity to oversee the effective and responsible management of public funds;
- Demonstrate capacity to oversee and be responsible for the school's compliance with its legal obligations;
- Demonstrate awareness of intervention, revocation, and nonrenewal policies,

- laws, and procedures;
- Demonstrate alignment to the UMSL CSO Closure Plan; and
  - Provide evidence the board is sufficiently connected to the school district area, local community and/or targeted population.

STATUTORY REFERENCE(S): 105.450; 160.400.7; 160.405.1(14-15, 17);  
160.405.4(2-8); 160.405.2(1); 610.010-030; 105.483 -105.492 and 5 CSR 20-100-260

**B.1-A: Existing School Operators**

Applicants that are existing school operators, particularly in Missouri, shall provide the following:

- Specific information about your existing schools' academic achievement;
- Evidence of successful management of nonacademic functions, including financial and organizational performance;
- Explanation of any never-opened, terminated, or nonrenewed charter schools within the last five (5) years;
- A description of your proposed growth plan; and
- Your most recent financial audit.

**Evaluation Criteria**

A response that meets the standard will provide clear evidence that existing schools:

- Provide a quality education for the students it serves;
- Are operationally sound and compliant with all state and federal statutes as related to financial and organizational performance;
- Growth plans are feasible; and
- Financial operations are positioned to fund a new school.

**B.1-B: Contracts with a Third-Party Education Service Provider (ESP)**

Applicants that intend to contract with an education service provider for substantial educational or charter school management services shall provide the following:

- A draft of the proposed management services agreement that sets forth the key terms, including:
  - Roles and responsibilities of the charter school governing board, the charter school staff, and the service provider;
  - Scope of services and resources to be provided by the service provider
  - Performance evaluation measures and time lines;
  - Compensation structure, including clear identification of all fees to be paid to the service provider;
  - Methods of contract oversight and enforcement;
  - Investment disclosure; and
  - Conditions for renewal and termination of the contract.
- A disclosure and explanation of any existing or potential conflicts of interest between the charter school governing board and proposed service provider or any affiliated business entities.
- A disclosure and explanation of any termination or nonrenewal of contracts for equivalent services for any other charter school in the United States within the past five years;
- Assurance that the legal counsel for the charter school shall report directly to the charter school's governing board; and
- A process to ensure that the expenditures that the education service provider intends to bill to the charter school shall receive prior approval of the governing board or its designee.

**Evaluation Criteria**

A response that meets the standard will provide clear evidence that:

- There will be rigorous, independent contract oversight by its governing board; and
- The school maintains governing and financial independence from the ESP. This includes the following:
  - Its governing board is independent from the ESP's management and/or governing board;
  - The school's finances are separate from the ESP's finances; and
  - The school's financial operations and decision-making are independent of the ESP's operations and governance.

UMSL does NOT accept applications from Educational Management Organizations that practice a policy of retaining ownership of the building or physical assets therein in which the charter schools they manage are located.

## **B.2 Management, Human Resources, and Operations**

Include a staffing schedule aligned to the mission and projected student enrollment in year one and for the first five years. Describe the proposed leadership structure of the school. Attach organizational charts for Year 1 and for when the school is at full capacity. Describe and illustrate in the charts a clear delineation of roles and the reporting structure of the board, leadership, and staff (including teachers). If management personnel are going to be phased in over several years, provide a timeline that indicates the year staff will be hired. Explain how the staffing plan is aligned with the school's mission and adequate to accomplish the school's goals and objectives.

Describe the primary responsibilities for each key position and identify critical skills or experience necessary to fulfill those responsibilities. Be sure to include responsibilities for:

- Development, oversight, and management of instructional leadership;
- Curriculum development and implementation;
- Data/records management;
- Student support services
- Federal program compliance (e.g., IDEA, Title I);
- Budgeting;
- Financial management, including purchasing and pension program management;
- Legal compliance;
- Transportation;
- Food;
- Facilities management;
- Human Resources;
- Compliance with and reporting to the state and UMSL; and
- Any other special staffing needs.

Note which of those functions will be completed by employees and contractors.

If the school leader has not already been identified, discuss plans for recruitment and selection of the school leader. If the school plans to have a larger management structure, with a leader and an instructional leader, dean of students, and/or other administrators, provide key responsibilities of all administrators and describe key planning and decision-making activities and who holds accountability.

Outline plans for recruiting, retaining, and replacing staff for the first five-year term of the proposed school. Describe what strategies the school will use to recruit and retain effective teachers. If the school plans to use any non-certified teachers, explain how the school will determine appropriate experience, training, and skills for those teachers. (80 percent of all teachers in Missouri charter schools must be certified).

Explain how much staff turnover is anticipated, how the school will address that turnover, and how the budget accounts for these costs. Outline how the school will deal with poor performance of staff. Explain contingency staffing plans in case of enrollment

declines.

Describe the professional development plan for all staff before school opening and during the school year. If not already outlined elsewhere, explain how professional development for non-teaching staff will support effective implementation of the educational program. Also note how training will be adjusted in response to student performance and current staffing.

Explain how the staffing and training plans will support the school's mission and successful implementation of the educational program (measured by the proposed goals and objectives).

Attach any personnel policies or handbooks that are already developed. Complete, board-approved policies and an employee handbook are required before opening. Include in those policies a clear statement regarding whether employees will be employed at-will or via signed employment contracts.

#### Supplemental Materials

- Organizational chart
- Job descriptions for the school leadership team, a teacher, and other completed job descriptions
- Personnel Policies

#### Evaluation Criteria

A response that meets the standard will:

- Demonstrate understanding and strategic planning for all school management needs and priorities;
- Provide coherent delineation of the roles and responsibilities for administering all school operations;
- Provide clear description of services to be provided by any external management or partnering entities;
- Provide contract performance expectations that are consistent with the school's accountability requirements and the means by which the board will hold other entities accountable for meeting those expectations;
- Provide a staffing plan that appears viable and adequate for effective implementation of the proposed educational program;
- Provide a cohesive and evidence-based recruitment and retention plan for staff;
- Provide a professional development plan that supports the mission and staff recruitment and retention goals;
- Staff schedule matches budget. (For more on the budget, refer to Section C.2)

STATUTORY REFERENCE(S): 160.405.1(4); 160.420

### **B.3 Financial Operations and Data Management**

Describe the systems and procedures for managing the school's data and finances and identify the staff position(s) that will be responsible for financial oversight and management.

Describe how the school's finances will be managed and who will be responsible for the protection of student and financial records. Your response should address day-to-day student data management and plans for student data. It should also address financial management systems and procedures, including internal controls that guard against conflicts of interest. You should also address basic financial management such as who will be responsible for major fiscal responsibilities, what functions you expect to be outsourced, and the role of an external accountant or auditor.

#### Evaluation Criteria

A response that meets the standard will:

- Demonstrate understanding of the school's financial management and public stewardship obligations;
- Present evidence that the school has or will have capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced priced lunch, and special education and limited English proficient enrollment;
- Show that policies and procedures are consistent and transparent to all stakeholders including parents, employees and the general public;
- Demonstrate preparation to meet its annual audit, Annual Secretary of the Board Report (ASBR) and other key financial management obligations; and
- Ensure that any grants or federal programs the charter receives are administered according to established guidelines including the Code of Federal Regulations (CFR), Uniform Grant Guidance (UGG), and the Education Department General Administrative Regulations (EDGAR).

STATUTORY REFERENCE(S): 110.010; 160.405.1(3, 10);160.405.4(4); Additional information:

<http://dese.mo.gov/sites/default/files/fas-GeneralFederalGuidance.pdf>

#### **B.4 Contracted Services – including but not limited to Transportation, Insurance and Food Service**

Provide information regarding any non-CMO (Charter Management Organization) services for which the school intends to contract, including, but not limited to: accounting, food service, insurance, legal, technology, transportation, special education, assessment, and vocational rehabilitation services. Include an explanation of procedures used to select service providers.

Describe the policies and process used to select vendors.

##### Transportation

Indicate whether the school intends to provide transportation for students. If so, describe the transportation plan and explain budget revenue and expenditure assumptions including those related to anticipated state aid pursuant to section 163.161, RSMo. Whether or not the school will provide transportation on a regular basis, describe how the school will arrange special transportation for students when required.

If the school intends to contract with the local district or any other third party for transportation services, discuss the status of those plans and provide evidence of the third party's readiness and terms for providing those services.

*Note on Transportation: With the exception of related services required under an Individualized Education Plan, charter public schools are not required to provide transportation.*

##### Insurance

Provide evidence of understanding of property insurance, liability insurance to indemnify the school, its board, staff and teachers against tort claims, and any other protections needed to appropriately insure operations.

##### Food Service

Provide evidence of understanding of a state and federally compliant food service plan.

##### Evaluation Criteria

A response that meets the standard will:

- Provide evidence of ability and preparation to obtain appropriate insurance coverage;
- Demonstrate understanding of how to and plans to contract for needed services;
- Demonstrate preparedness to abide by all legal guidance and requirements in the procurement process;
- Demonstrate understanding of transportation laws and reimbursements; and
- Demonstrate understanding of food service laws and reimbursements.



STATUTORY REFERENCE(S): 166.405.13; 160.415.6-9; 163.161



## **B.4 Stakeholder Engagement**

### Parents

Discuss in detail your plans to engage parents and other family stakeholders. Describe the role parents or guardians will play in school governance and operations, and in the education of their children. Some schools have very innovative ideas around parent education, alternative student conferences and parent meetings. Discuss those ideas here.

In addition, discuss any plans for parent organizations and how the school will handle grievances from parents or guardians.

### Faculty and Staff

Discuss in detail your plans to engage faculty and staff. Discuss how faculty and staff will be involved in the governance and operation of the school, including any plans for structures and processes that give faculty and staff a voice in the decisions that directly impact their work. Describe how the school will handle grievances from faculty and staff.

### Community Partnerships

Discuss your plans for community involvement. Describe the nature of potential partnerships including examples of how community partners will play an integral part in the life of the school. Identify specific organizations with which the school is already working or likely to partner. Describe any plans that involve outreach for fundraising or corporate partnerships.

### Supplementary Material

- Letter of support from community partners, if applicable
- Parent Handbooks, if available.
- Parent and Guardian Grievance policies and procedures

### Evaluation Criteria

A response that meets the standard will:

- Detail parent, community, and educator involvement in the governance and operation of the school;
- Present plans for community outreach and partnerships that align with the purpose and goals of the school;
- Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliations; and
- If significant partnerships are proposed, demonstrate that the community partners have the capacity and commitment to fulfill anticipated roles.

STATUTORY REFERENCE(S): 160.405.1(13)

## **SECTION C: FACILITY AND BUDGET**

### **C.1 Facility**

Provide a brief overview of your facility plans and infrastructure needs and how these will influence governance and operations in the next ten years. Present highlights of your budget, and major assumptions. Significant external resources, major contracts, major growth, and expansion are all considered major assumptions.

Provide a facility plan that outlines the school's facility needs based on the educational program and anticipated enrollment for the next ten years. Describe the experience of the founding group in facilities acquisition and management. Provide a description including, at a minimum, the number and size of the buildings, classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities. The facility plan should include acquisition, operation, maintenance, repairs and improvements, and insurance.

Describe how and when additional facilities will need to be acquired to meet growth plans.

If the applicants have identified a facility, indicate to what extent the facility currently meets all requirements and/or the extent that the facility will require renovation or 'build out.' If the school anticipates incurring debt as part of its facilities acquisition plan, the budget must include a repayment plan, as indicated in the Budget sub-section.

If a facility has not been selected, specify potential locations that are under consideration and discuss the process and timeline for selecting, acquiring, renovating (if appropriate) and taking occupancy of a suitable facility.

Explain how any facility will meet the needs of students and describe how it will be accessible to students with physical disabilities.

#### Supplementary Material

- Floor plans of proposed facility
- Lease agreement
- Purchase terms

#### Evaluation Criteria

A response that meets the standard will:

- Reflect a sound understanding of facility needs;
- Demonstrate knowledge of facilities costs, including, as applicable: cost of purchasing, leasing, building, or renovating, and maintaining an educational facility that conforms to applicable health, safety, and occupancy requirements;
- Include evidence that the proposed facility will be adequate or present a viable plan for securing a facility that is appropriate and adequate for the school's

educational program, anticipated location, and target population, including needs of persons with disabilities; and

- Demonstrate that the school's plan for acquisition of a facility is financially viable.

STATUTORY REFERENCE(S): 160.405.4(2, 7)

## **C.2 Budget**

Present a budget for the proposed term of the charter, including the pre-operational start-up year, that is consistent with and supports the school's mission, educational philosophy and program, curriculum and assessment, personnel, and organizational plans. Describe how the budget demonstrates the school's initial and ongoing financial viability, by creating a budget reserve during the first few years of operation.

Present realistic, evidence-based revenue and expenditure assumptions, including for any plan to incur and repay debt.

Include budget and cost assumptions to demonstrate alignment with the educational program, and projected enrollment and staffing for the first three years.

Present viable strategies for meeting potential budget and cash flow challenges, particularly for pre-opening and first year of operation.

Demonstrate a commitment to maintaining the financial viability of the school.

The budget must reflect the projected percentage of reserve funds at the end of each fiscal year for the LEA.

Discuss the school's contingency plans for Year 1 cash flow challenges, a budget shortfall, lower-than-expected student enrollment, or other financial challenges in the early years of operation.

### Supplementary Materials

- A cash flow analysis for pre-opening (from approval to June 30, prior to the arrival of students)
- A cash flow analysis for the first fiscal year of operation (July 1- June 30)
- A schedule for debt repayment if the school anticipates incurring debt for any reason, such as for the acquisition of its facility

### Evaluation Criteria

A response that meets the standard will:

- Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing, and facility;
- Present realistic, evidence-based revenue and expenditure assumptions, and a sound cash flow analysis, and debt management plan;
- Present viable strategies and contingency plans for meeting potential budget and cash flow challenges, particularly for pre-opening and first year of operation;
- Demonstrate a commitment to maintaining the financial viability of the school;
- Project a sufficient fund balance at the end of each fiscal year; and
- Discuss how facility- and staffing-related budget assumptions align with educational program needs.

STATUTORY REFERENCE(S): 160.405.1(3); 160.405.4(4); 160.415; 161.520

**SECTION D: Pre-Opening Plan**

Provide a detailed pre-opening timeline and plan, in alignment with the UMSL CSO Pre-Opening Plan, found in the UMSL CSO Handbook. Specify who will do what, by when, to ensure a successful, on-time opening. Describe how the board will be involved in the oversight and implementation of the plan. Explain how unforeseen circumstances will be addressed. At a minimum, the plan should cover all items in the UMSL CSO's Pre-Opening Plan and the following elements:

- Plans to have a full complement of governing board members engaged with the opening of the school;
- Plans for recruitment and hiring of staff;
- Plans for recruiting and enrolling students;
- Acquisition and preparation of a facility;
- Plans for completing curriculum development;
- Finalization and implementation of organizational policies;
- Finalization and implementation of financial management policies; and
- Attestation that the Pre-Opening Requirements will meet all health, safety, and other legal requirements prior to opening.

## SECTION E: LEGAL COMPLIANCE CHECKLIST

This checklist and the assurances form must be submitted with the rest of the application. The legally required elements are grouped according to the order of application sections: academic, organizational, and financial.

After noting the page number(s) where each element is addressed, carefully read and sign the assurances form. This should be done by the chair of the proposed board.

### Section A: Academic Design and Capacity

Statute or Regulation	Description	Application Section(s)	All Page #s
160.405.1(1)	Describe the school's mission and vision.	A.1	
160.405.1(5)	State the grades and ages of students to be served.	Cover Sheet; A.1	
160.405.1(10); 160.410; 160.415.11	Provide a draft student admission policy that stipulates that no tuition or fees may be charged beyond what school districts may charge, and that describes procedures to for students with disabilities.	A.2	
160.405.1(8); 160.405.1(16); 160.405.4(5); 160.405.5(2); 160.518; 167.020	Describe the school's comprehensive educational (instructional) program and curriculum.	A.3; A.7	
160.405.1(7-8); 160.405.4(6); 160.518; 162.125	Describe the academic performance standards that will be used to measure student performance. List the indicators, measures, and goals to be used, including specific goals for standardized test performance, academic growth, and, if serving high school grades, graduation rates.	A.4	
160.405.4(6)(a) 160.514	Describe how the school will establish baseline student performance during the first year, collect student performance data, and measure progress toward academic standards.	A.4	
160.041; 160.405.1(6); 171.033(2); 160.0111	Include a calendar for a school term that is at least equal to the requirements of RSMo 160.011.	A.6	
167.020; IDEA; 160.405.4(7)	Provide a description of the special education and related services that will be available.	A.7	
160.261; 160.405.1(12); 160.405.2; 168.071	Describe the proposed student discipline policy.	A.8	

### Service Provider or Charter Management Organization

If the school plans to contract with an education service provider or charter management organization, include the following details. Mark N/A if appropriate.

Statute or Regulation	Description	Application Section(s)	All Page #s
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160.415.7(1)	Provide evidence of success by the service provider or management organization in serving a similar student population, including demonstrated academic achievement, successful management of non-academic school functions.	B.1-A	
160.415.7(2)	Attach a term sheet or similar document for the duration of the proposed service contract. The attachment should meet all of the requirements outlined in B.1-B	B.1-B	
160.415.7(3)	List any known real or perceived conflicts of interest between the school governing board and the proposed service provider or any affiliated business.	B.1-B	
160.415.7(4)	Disclose and explain any termination or nonrenewal of contracts the service provider had for equivalent services to any US charter school within last five years.	B.1-B	
160.415.7(5)	Explain how the governing board will ensure it has independent legal counsel and financial oversight of the service provider.	B.1-B	
160.415.7(6)	Describe the process for ensuring that service provider expenditures that will be billed to the school have prior approval by the governing board or a designee.	B.1-B	

## Section B: Organizational Plan and Capacity

Statute or Regulation	Description	Application Section(s)	All Page #s
160.400.2; 160.400.4; 160.400.5	Confirm that the proposed school is located in an eligible school district: Kansas City Public Schools, St. Louis Public Schools, or a district that is unaccredited or provisionally accredited.	Cover Sheet	
160.400.7-8; Charter 355	Attach the governing body's bylaws and documents showing that the school is or will be organized as a Missouri nonprofit corporation.	B.1	
160.405.1(2)	Provide a chart showing the school's organizational structure and delineate the roles and responsibilities of the governing body and school leader.	B.2	
160.405.1(4); 160.420	Provide the qualifications for personnel and the school's policies for securing personnel services, including compliance with the requirement that 80% of instruction personnel must be certified.	B.2	
160.405.1(4); 160.420.1-3	The school will establish personnel policies that: require personnel to participate in the school district's retirement system, allow school district personnel to work for the charter school while remaining employees of the district, and that prohibit employing instructional personnel with revoked or suspended licenses.	B.2	
160.405.1(4)	Describe plans for professional development of teachers and staff.	B.4; A.3; A.5	
160.405.1(2)	Describe how parents, educators, and community members will be involved in governance and operations.	B.4	
160.405.1(13)	Describe the school's grievance procedure for parents and guardians.	B.4	

**Section C: Facility and Budget**

Statute or Regulation	Description	Application Section(s)	All Page #s
160.400.11; 160.405.1(3); 160.405.4(4)	Provide a financial plan and budget for the first five years of operation. The budget must include sponsorship fees to be paid to the UMSL CSO and repayment plans for any current or planned debt.	C.2	

### Assurances

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for **[Insert Name of School]** is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I further certify that the applicant has or, once approved, will comply with the following requirements:

Statute(s)	Description	Application Section(s)	All Page #s
160.405.1	Submit a copy of the application to the local school district and the SBOE within five business days of submission to the UMSL CSO.	B.1	
160.405.1(9)	Understand that the term of the initial charter is five years and may be renewed	B.1	
160.400.15	Prohibit school board members from being employees of the school or companies providing significant services to the school.	B.1	
160.400.14; 160.420.14; 168.133	Conduct criminal background checks and family care safety registry checks for all members of the governing board and employees.	B.1	
160.405.1(11); 160.405.4(2); 167.115-117	Comply with all applicable state and local laws and regulations on health and safety.	B.1; C.1	
160.041; 160.405.1(6-8); 160.405.4(2); 160.261; 171.033(2); 160.0111	Comply with state, county, city laws and regulations on minimum educational standards, including the minimum number of school days and hours.	Comprehensive	
160.405.4(1)	Be nonsectarian in policies, programs, practices, and operations.	Comprehensive	
IDEA; 160.405.4(7); 162.670-162.710	Comply with all federal and state laws and regulations regarding students with disabilities. The school will provide special education and related services for students as required by federal and state laws.	A.7	
160.415.1	Collect and report average daily attendance and the number of students eligible for free and reduced-price lunch, eligible for special education services, and students with limited English proficiency.	B.3	
160.405.4(6)(a)	Comply with state and local laws and regulations on academic assessment.	A.4	
160.405.4(6)(a); 160.522	Gather and submit student performance and other data for the school's annual report card and publish that report card as prescribed.	A.4; B.2	
110.010; 160.405.4(4)	Deposit all public funds received in a secured account.	B.3	
160.405.4(4)	Comply with all requirements of ESSA as it relates to federal audit requirements.	B.3;C.2	
160.405.1(11)	Preopening requirements for applications that require that charter schools meet all health, safety, and other legal requirements prior to opening	D	
160.405.14(1-2)	Have the chief financial officer maintain a surety bond and statutorily required insurance for the school and all employees.	B.3	

160.405.1(14)	Understand intervention, revocation, and nonrenewal policies, laws, and procedures	B.1	
160.405.1(15); 160.405.1(17)	In case of school closure, follow required procedures for notifying parents, the local school district, retirement management agency, and the state board of education of closure plans. The school will comply with requirements for the transfer and repository of student and personnel records, archival of business operations, submission of financial records, resolution of remaining financial obligations, and disposition of charter school assets.	B.1	

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**Signature  
Applicant**

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**Date**

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**Printed Name**

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**Signature  
Board Chair**

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**Date**

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**Printed Name**