



**Charter Schools Office  
Handbook  
of Policies and Procedures  
Revised March 2024**

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## Purpose of the Handbook

The UMSL Charter Schools Office (CSO) Handbook is designed to clearly outline the policies and procedures of the UMSL CSO to ensure the UMSL CSO meets its mission, and the charter schools in our portfolio have a clear understanding of resources, structures, and expectations for both accountability and support. This clarity will support strong partnership between the UMSL CSO and the charter schools in our portfolio to provide access to quality public charter schools in Missouri.

As is outlined in the UMSL Charter Schools Office's (CSO's) Charter Contract (Handbook Appendix 2), compliance with this Handbook and the policies and procedures outlined herein is a part of each Charter School Contract. Section 3.1 of the Charter School Contract (revised 1/27/23) states:

*the school's governing board is responsible for ensuring compliance with this Charter School Contract, including compliance with <Schools>'s bylaws, UMSL Charter Schools Office policies (contained in the Charter Schools Office Handbook in Exhibit B), and sections 160.400 to 160.425, RSMo., and any other applicable state and federal laws or regulations. This includes, but is not limited to, criminal background checks for employees and contractors, teacher certification, student health and welfare, and nondiscrimination in the school's operations.*

## Our Mission

Improve access to quality public education in Missouri by evaluating, providing oversight, and supporting successful public charter schools.

In support of efforts to overcome educational inequity and work towards all children receiving the quality education they deserve without regard to income-level, race or ethnicity, the University of Missouri-St. Louis currently sponsors six charter schools in St. Louis. UMSL's College of Education established the Charter Schools Office in 2012 to provide oversight and support to its schools.

## Our Schools

We are proud to sponsor six unique schools:

- ❖ Lafayette Preparatory Academy: PK – 8
- ❖ North Side Community School:
  - Elementary School: PK – 5
  - Middle School: Currently grades 6 – 8
- ❖ Premier Charter School: PK – 8
- ❖ St. Louis Language Immersion Schools: PK – 8
- ❖ The Biome: K – 5
- ❖ The Soulard School: K - 5



## **Standard 1: Sponsor Commitment and Capacity**

UMSL Charter Schools Office (UMSL CSO) implements chartering to provide children with access to quality public charter schools that meet identified needs. The UMSL Charter Schools Office creates policies, procedures, organizational systems, and structures to fulfill its sponsorship duties and commits human and financial resources necessary to conduct its sponsoring duties effectively and efficiently.

### ***Our Role***

A Missouri public charter school must have a sponsoring agency to open and continue operating, and in many cases that agency is a local university. UMSL engages in sponsorship of public charter schools according to the provisions and stipulations of section 160.400.2-5, RSMo (5 CSR 20-100.260.1(B)). As outlined in Section 1.3 of the UMSL Charter School Contract, UMSL is voluntarily exercising authority and powers expressly provided to it by the Missouri General Assembly in Sections 160.400 to 160.420 and Section 167.349, RSMo. Nothing in the Charter School Contract shall be deemed a waiver of UMSL's autonomy, powers or immunities, and the charter school shall not be deemed part of UMSL.

The public charter schools sponsored by UMSL are accountable to UMSL for specific academic and non-academic outcomes outlined in the UMSL Charter School Contract, which includes the UMSL Charter Schools Office Performance Framework, the UMSL Charter Schools Office Handbook, and the Charter School Application and Renewal Application. Public charter schools are also accountable to the Missouri Department of Elementary and Secondary Education (DESE) and the federal Every Student Succeeds Act (ESSA). Most significantly, however, public charter schools are accountable to the students and families attending them.

As indicated in the UMSL Charter School Contract, Section 1.2, the sponsored public charter school is not a part of UMSL and is a separate legal entity, none of whose directors, officers or employees shall be deemed to be an agent of UMSL; and none of whose directors may be an employee of UMSL or of the charter school. The public charter school's board members are subject to liability for acts while in office.

As indicated in the UMSL Charter School Contract, Section 1.4, UMSL does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of the public charter school. Per UMSL Charter School Contract, Section 1.6, UMSL and its agents and employees are not liable for any acts or omissions of the public charter school, including acts or omissions relating to the charter or renewal applications submitted by the school, the operation of the public charter school and the performance of the public charter school.

All sponsorship staff and members of the UMSL Charter Schools Office's decision-making body understand and are committed to supporting and advancing the purposes of

Missouri’s public charter school law and quality sponsorship practices (5 CSR 20-100.260.1(A)). Both the Dean of the College of Education, Ann Taylor, and the Executive Director of UMSL’s Charter Schools Office, Susan Marino, believe the sponsor’s responsibility to hold its schools accountable to its students and their families through vigilant oversight is paramount. We regularly evaluate our schools in the areas of student performance, finance, learning environment, governance, and operations and organizational compliance to determine if our schools are compliant with state and federal statutes.

But this is just one aspect of our role. We deeply believe in the visions of our schools. If the students they serve are successful, their lives will be transformed through access to opportunities available to their counterparts living in suburban school districts. So, we also believe our primary role is to support our schools in their quest to reach their visions for students. We actualize this support in three ways:

- ❖ Partnership: Work together with our schools to assess progress towards their vision, identify areas for improvement, and evaluate the schools’ solutions to address them.
- ❖ Empowerment: Provide direct resources from UMSL and the Charter Schools Office that enable the schools to accelerate progress towards their vision.
- ❖ Connection: Connect public charter schools to local, state, and national resources that support their efforts to achieve their vision. ☑

### ***Our Organizational Structure***

- UM President – Board of Curators
  - UMSL Chancellor
    - UMSL Provost
      - UMSL Vice-Provost
        - College of Education Dean
          - Charter Schools Office Executive Director
            - Charter Schools Office Assistant Director
            - Consultants
            - University Resources
            - External Resources

### ***The UMSL CSO***

#### Address

3651 Olive Street, Suite 203  
St. Louis, MO 63108

#### Contact Information

Susan Marino, Executive Director:

- Phone: 314.516.4872
- Email: susan.marino@umsl.edu

Tad Hartmann, Assistant Director

- Phone: 314.516.4874
- Email: hartmannta@umsl.edu

### ***Our Staff***

As demonstrated in staff and consultant bios, the UMSL CSO employs, contracts for, or otherwise provides personnel at a staffing level appropriate and sufficient to carry out its sponsorship duties, which require expertise that includes, but is not limited to, education leadership, curriculum, instruction, assessment, special education, federal programs, performance accountability, data analysis, law, finance, and nonprofit governance (5 CSR 20-100.260.1(C)).

#### Dr. Susan Marino, Executive Director (since 2021)

Dr. Marino's background in education spans more than twenty years. Most recently, she served as the founding Head of School and Executive Director for Lafayette Preparatory Academy, a public charter school in St. Louis, where she earned the Missouri Public Charter School's Charter School Leader of the Year Award in 2020.

As a founding public charter school leader, Dr. Marino has expertise in all aspects of school administration: educational leadership, school finance, strategic planning, curriculum, instruction, assessment, federal programs, human resources, facility development, performance accountability data analysis, school operations, school law, state reporting, advocacy and partnership, etc.

Before her involvement with the charter school, Dr. Marino taught rural Middle and High School Language Arts. She also developed and served as a school leader for a network of alternative schools in urban areas. Dr. Marino has a Bachelor of Arts (BA) in Literature from the University of New Mexico, a Master of Arts Teaching (MAT) from Lindenwood University, an Educational Specialist (Ed.S) degree in Educational Leadership from Webster University, and Doctorate (Ed.D) in Educational Leadership from the University of Missouri-St. Louis. She holds teaching certificates in ELA 9-12 and Language Arts 5-9, Principal certificates (K-8 and 7-12), and a Superintendent certificate.

Dr. Marino has served in many capacities to expand her expertise and impact on the educational community. She has served as a member of DESE's Special Education Advisory Panel, DESE's MSIP6 Advisory Committee, the Weighted Lottery Task Force, the Joint Committee on Facility Access, St. Louis Schools Collaborative, and board member for Kingdom House (now known as Lifewise), to name a few. Further, she has presented on topics ranging from effectively starting a public charter school, making a case for diverse schools, to effectively interviewing. She has engaged in comprehensive professional

development in many areas and engages with many professional organizations to continue to expand her expertise and impact.

Tad Hartmann, Assistant Director (since 2013)

Tad received his Bachelor of Arts degree in elementary education from Webster University. He completed coursework at Southern Illinois University-Carbondale in Animal Sciences and a Pre-Med concentration at Valparaiso University. He has also completed coursework at the University of Missouri-Saint Louis with a focus on educational policy.

Tad is in his twenty-eighth year of direct involvement in urban education in Saint Louis. He began his career with Saint Louis Public Schools teaching grades 1-5 for thirteen years. During this time, he designed and implemented the curriculum for a hands-on inquiry-based science lab for grades PK through 6. Tad was a lead Science teacher for the Vashon Compact urban renewal project. He completed the National Boards/Elementary Generalist candidacy program. SLPS nominated him for Missouri Teacher of the Year in 2000 and named Tad Community School Teacher of the Year in 2001. He was nominated and named runner up for NSTA National Science Teacher of the Year in 2005.

In 2007, Tad entered the charter school arena as a founding member of the Academy of Environmental Science and Mathematics. As part of the administrative team, he served as Curriculum Director and Federal Programs Director. In these positions, he also supported the team's work with school management, budgeting, state and federal compliance issue resolution, special education compliance, and all general operations.

Tad is also a consultant for LDR AdmServices and offers administrative support with federal programs/operations and curriculum support.

### ***Our Permanent Consultants***

#### **Dr. Thurma DeLoach (since 2013)**

Dr. DeLoach received her bachelor's degree in psychology at the University of Delaware and master's degree in communication Disorders: Learning Disabilities from Northwestern University. She received her Ph.D. in Education: Special Education from the University of Kansas.

Throughout her lengthy career in education, Thurma has served as Assistant Superintendent for Special Services for the Wentzville R-IV School District and Executive Director of Special Programs for the Kirkwood School District. She is a 2013 recipient of the Missouri Council of Administrators of Special Education's Distinguished Service Award.

Thurma partners with our schools to develop and implement:

- Strong systems for supporting the academic and social-emotional needs of students including students with advanced learning potential; and
- Research-based and compliant systems for students eligible for special education services or Section 504 accommodations.

#### **Janice Denigan (since 2019)**

Janice is a business professional with over 30 years of experience in business, finance, accounting, human resources and facilities management. She holds a B.S in accounting from St. Louis University and is a Certified Public Accountant. She has extensive experience in both non-profits and schools. She began her career as a senior auditor for KPMG and progressed to being the Vice President and Treasurer for Cass Federal Savings and Loan. She has also served as a Director of HR and Financial Talent Recruiter. Since then, she has worked as either the CFO or Controller for several nonprofits and schools: YWCA, Villa Duchesne/Oak Hill, and Chesterfield Day School. She retired from Premier Charter School as Head of Finance and Operations after 9 years, in 2018.

Janice partners with the UMSL CSO staff to provide deep review of budget projections, financial reporting, and financial agreements with foundations. As needed, she supports schools onboarding new financial directors, adjusting financial practices, and improving financial health.

#### **Bruce Hensel (since 2022)**

Bruce Hensel is the founder and President of Informed Improvement LLC. Mr. Hensel has extensive education and experience in technology, management, and education. He has performed the services offered by Informed Improvement for over a decade for many school districts and contributed to successful results for their students.

Mr. Hensel served as a BSEE with the U.S. Coast Guard Academy and earned an MSEE from Stanford University, MBA from Grand Valley State University, and an Ed. Specialist from Central Missouri State University.

Mr. Hensel partners with the UMSL CSO and partner schools, as needed for deep data analysis.

Kristine Wentzien (since 2022)

Kristine is a graduate of Truman State University with a B.A. in Business Administration. She began her professional career in aviation insurance, then moved to a start-up tech company that focused on real-time energy management as a regional office manager. From there, she stepped into the world of not-for-profits as the bookkeeper for Pianos for People and the YMCA of Greater St. Louis. Kristine was the Business Manager for 7 years at the Carondelet Leadership Academy as well as an active member of MOASBO. She is currently the Director of Business and Finance at Lafayette Preparatory Academy.

Kristine partners with the UMSL CSO and partner schools, as needed, for financial oversight and support.

***Staff Professional Development***

In addition to the expertise the UMSL CSO staff and consultants bring with them, and in the spirit of continuous improvement, staff are provided access to professional development opportunities to achieve and maintain high standards of professional sponsoring practice and to promote continuous improvement (5 CSR 20-100.260.1(D)). The Executive Director and Assistant Director engage in professional development annually. This may include, but is not limited to, participation in seminars and workshops, membership in professional organizations such as Missouri Public Charter School Association (MCPSA) and National Association of Charter School Authorizers (NACSA), and review of research related to education in general and public charter schools in particular.

***Criminal Background Checks***

In alignment with 5 CSR 20-100.260.1(E), the UMSL CSO retains records showing that all individuals conducting sponsorship work, including any individual who has contact with students, complete a criminal background check and Missouri's Family Care Safety Registry (FCSR) check as outlined in section 168.133.1, RSMo.

***Our Partners***

University of Missouri, St. Louis

The UMSL CSO connects our schools to valuable resources at UMSL and the College of Education. UMSL programs that have worked with our schools in the past include, but are not limited to:

- Character Education
- Continuing Education for teachers
- Gateway Writing Program
- Governing Board Development
- Literacy Specialist Education

- Math Specialist Education
- Regional Institute of Tutorial Education
- School Counseling
- Science Education
- School Leadership
- School of Optometry
- School Psychology
- Studio Schools
- Teacher Certification

### St. Louis Region

We also connect our schools to educational resources beyond UMSL. They include, but are not limited to:

- Big Brothers, Big Sisters
- BJC-Children's and BJC Behavioral Health
- CHADS Coalition for Mental Health
- Character Plus
- Federal Reserve Education Department
- George Warren Brown School of Social Work at Washington University
- Healthy Kids Express
- IFF (financing and real estate services)
- James S. McDonnell Foundation
- LDR Administrative Services for Education Management
- Little Bit Foundation
- Social Venture Partners; Regional Business Council
- Springboard Educational Organization

### ***Conflict of Interest Policy***

In accordance with 5 CSR 20-100.260.1(F), the UMSL CSO assures that staff and members of the sponsor's decision-making body comply with this Conflict of Interest policy with respect to the charter schools it sponsors.

Other than the payment associated with sponsorship of a public charter school described in Section 160.400.11 RSMo, UMSL does not expect to receive any compensation for acting as a sponsor and may not ask for nor will receive from the school any fee of any type for consideration of the charter and renewal applications submitted by the school, as specified in section 160.400.6, RSMo. UMSL may not impose, as a condition for its consideration of the initial and renewal charter applications, a promise of future payment of any kind by the school.

The UMSL Charter Schools Office (CSO) staff and consultants are prohibited from:

- Receiving from an applicant for a public charter school a fee of any type for the consideration of a charter, nor does UMSL condition its consideration of a charter on

the promise of future payment of any kind (5 CSR 20-100.260.2(A) and section 160.400.6, RSMo);

- Holding any office on or employment from the board of directors of any public charter school sponsored by UMSL and over which they have oversight or obligations; and
- Holding any employment from any public charter school sponsored by UMSL over which they have oversight or obligations.

A public charter school sponsored by UMSL may contract with an UMSL CSO consultant for services.

An employee of a public charter school sponsored by UMSL may serve as an UMSL CSO consultant so long as their work does not relate to the public charter school at which they are employed.

A public charter school sponsored by UMSL may contract with UMSL faculty and staff not directly affiliated with the CSO for services.

### ***Financial Support for Partner Schools***

Missouri's Department of Elementary and Secondary Education (DESE) funds charter school sponsors to support their efforts to fulfill state-mandated responsibilities. In turn, the UMSL CSO allocates some of these funds to support our school's efforts to reach their visions. Two key elements of this direct funding are:

#### Continuing Education Grants

The UMSL CSO funds Continuing Education Grants for teachers taking courses at UMSL to improve their teaching and school leadership skills. The UMSL CSO strongly encourages schools to offer additional staff tuition support for courses taken at UMSL.

The process to receive funds is as follows:

- Each charter school is allocated a specific amount that may be used for this purpose, if applications are approved by the deadline. The amount available is communicated to each school by September 15th.
- Each school determines how much to allocate per interested staff member.
- To apply for the Continuing Education Grant, the school submits a form to Tad Hartmann at [hartmann@umsl.edu](mailto:hartmann@umsl.edu) for approval. Each teacher's amount is reflected in the form.
- Tad Hartmann will inform the school if the Continuing Education Grant is approved, submit the appropriate paperwork to UMSL, and monitor that the funds are applied to tuition appropriately.
- Continuing Education Grant funds must be spent by June 1; they will not carry over into the next fiscal year.



### Mini-Grants

UMSL CSO may also support schools by providing Mini-Grants. Schools can request Mini-Grant funds to support initiatives that meet identified areas of need. These include but are not limited to:

- Professional development for teachers and staff
- School leader coaching
- Curriculum audits
- Curriculum development
- Purchase of curriculum materials, texts, and science supplies
- Board training and development
- Strategic planning

The process to receive Mini-Grant funds is as follows:

- The charter schools are not allocated a specific amount to be used for this purpose. Requests are considered based on level of need and urgency.
- To apply for a Mini-Grant, the school submits a form to Tad Hartmann at [hartmann@umsl.edu](mailto:hartmann@umsl.edu) for approval. Mini Grant Scholarship Forms are due to our office no later than May 1<sup>st</sup>
- Tad Hartmann will tell the school if the Mini-Grant is approved.
- If approved, the school shall submit proof of payment for the approved project for reimbursement. All proof of payment for approved Mini-Grants must be submitted to our office no later than June 1<sup>st</sup>, or reimbursement will not be disbursed.

### ***Financial Reporting to DESE***

In alignment with 5 CSR 20-100.260.1(I), UMSL CSO will annually submit, on the form provided by the Department of Elementary and Secondary Education, documentation showing that ninety percent (90%) of state funds expended during said fiscal year, are expended for sponsoring in support of the sponsor's charter school sponsorship program or as a direct investment in the sponsored schools, in accordance with section 160.400.11, RSMo.

### ***Research Policy***

The UMSL Charter Schools Office does not conduct research primarily for publication on any of its charter schools without express permission from the school/s to do so. We collect data and monitor student achievement at our schools as part of our oversight responsibilities. We carry this out in a manner that maintains student and teacher privacy. At times, the UMSL CSO does plan or receive requests to conduct research from UMSL faculty or the charter schools. The UMSL CSO will not overburden charter schools with time-consuming research requests of questionable value to the school.

In the UMSL Charter School Contract, Section 1.5, the public charter school acknowledges UMSL is a research extensive institution and that they will be open to the review of research proposals and willing to engage in projects that will provide mutual benefit to the

school and UMSL in promoting scientific evidence to improve the school specifically and/or education generally; provided however, that UMSL shall be responsible for all costs incurred by the school as a result of the school's engagement in such projects.

The UMSL CSO interprets this section of the Charter Contract to mean the following:

1. Our schools are expected to review proposals from UMSL researchers and can engage in any project that the school decides would be beneficial to the school.
2. UMSL cannot and will not compel a school to engage in any research project.

Any time "human subject" research, or research being conducted primarily for publication, is agreed upon, prior approval by the UMSL Social Science Institutional Review Board (IRB) must be obtained. The following factors are considered when approving research:

- Will the research provide valuable information to the administration of the UMSL Charter Schools Office or the charter school they sponsor?
- Is the research of an applied nature resulting in better services to students?
- Does the research provide valuable historical information about charter schools?
- Does the research fill an important void in educational research, especially charter school educational research?
- Is the person conducting the research a member of the University of Missouri System?

The UMSL Charter Schools Office's Executive Director will make final determination on all research proposals to be approved.

### **UMSL CSO Evaluation**

The UMSL CSO will be evaluated every three years by the Department of Elementary and Secondary Education (DESE) in alignment with section 160.400.17(1), RSMo.

In addition to the sponsor evaluation by DESE, the UMSL CSO will continually reflect upon and evaluate its work against Missouri's charter school law and the standards for charter school sponsorship outlined in 5 CSR 20-100.260 and develop and implement timely plans for improvement when it falls short (5 CSR 20-100.260.1(G)).

UMSL CSO will provide an annual report to the joint committee on education, as outlined in section 160.400.12, RSMo, that includes sufficient data and information to demonstrate that the sponsor is in material compliance with sections 160.400 to 160.425, RSMo, and section 167.349, RSMo (5 CSR 20-100.260.1(H)).

## **Statutory Requirements: Standard 1: Sponsor Commitment and Capacity**

The following statutes and codes form the basis of UMSL's responsibilities related to commitment and capacity:

**RSMo\_160.400.2-5:** UMSL engages in sponsorship of public charter schools according to these provisions and stipulations.

**RSMo\_160.400.6:** UMSL will not receive fees or future payment for consideration of a charter.

**RSMo\_160.400.11:** UMSL will expend ninety percent (90%) of state funds during each fiscal year, for sponsoring in support of the sponsor's charter school sponsorship program or as a direct investment in the sponsored schools.

**RSMo\_160.400.11(5):** UMSL will provide capacity to review all data for charter schools in the Missouri Comprehensive Data System (MCDS).

**RSMo\_160.400.12:** UMSL will provide an annual report to the joint committee on education that includes sufficient data and information to demonstrate that the sponsor is in material compliance with sections 160.400 to 160.425, RSMo, and section 167.349, RSMo (5 CSR 20-100.260.1(H)).

**RSMo\_160.400.16(1) - (6):** UMSL will develop policies and procedures guiding our sponsorship of charter schools as outlined in this section.

**RSMo\_168.133.1:** UMSL will retain records ensuring that all individuals working in the sponsor's office who have contact with students will complete criminal background and Family Care Safety Registry (FCSR) checks.

**5\_CSR\_20-100.260 (1):** This section of the Code of State Regulations pertaining to Standards for Charter Sponsorship details the sponsor's monitoring responsibilities related to sponsor commitment and capacity.

## Standard 2: Application Process and Decision Making

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.

### ***Application Process***

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:	July 1 – September 30	The initial evaluation process can take up to 90 days.

Application Evaluation and Capacity Interviews		
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)

Step 1: Prospectus Submission

All new and existing public charter school applicants begin the process by submitting a prospectus. This “executive summary” describes the basic elements of the applicant’s plan for establishing a public charter school. A prospectus must be received by May 1st of the school year preceding the proposed opening school year (i.e., prospectus is due May 1, 2024, for a school planning to open Fall 2025). The UMSL CSO recommends submitting a prospectus earlier than May 1st but will accept them until May 1st.

*Prospectus Content*

A thorough prospectus includes the following:

- The school’s mission
- The school’s location and targeted student population
- The number of students the school plans to serve in the first year, the grades served, and the anticipated opening date
- The school design:
  - If a replication of an existing model, include links to websites and performance data along with contact information for existing school(s)
- A “day in the life” for students, staff, parents, etc.
- Expected academic, operational, financial outcomes
- Evidence for, or explanation of, how the school design will produce those outcomes
- Evidence for, or explanation of, the need for and community interest in the proposed school
- The school’s innovation
- The founding team:
  - List of 501(c)3 board members and any identified staff
  - A description of the capacity to open and operate the school
- If the applicant is an existing school operator, brief background about other schools
- If the applicant intends to contract with a third-party education service provider (ESP), information about the provider and the services it will provide
- Plans and solid leads to secure a facility for the school
- A projected cash flow statement from application to opening

- Resumes, vitas, and/or any other relevant information regarding the school's founding board and any identified staff. These pages do NOT count towards the five-page maximum.

#### *Prospectus Format*

- Maximum five (5) pages
- Submitted electronically via email as a PDF to Susan Marino - susan.marino@umsl.edu
- All pages numbered
- One-inch margins on all sides
- 12-point Times New Roman font
- All spelling and grammar correct
- Spacing standard: single space
- No attachments or ancillary documents
- Embed links to research, evidence for need and support, charter management organizations, and existing schools as applicable
- The resumes, vitas, and cash flow statement do not need to follow the previous editorial requirements but should be part of the single PDF.

#### *Initial Review and Invitation to Apply*

Once received, the UMSL CSO will have ten (10) business days to review the prospectus. At this stage, the submitted documents should demonstrate that the founding team has:

- A compelling reason to open a public charter school: whether by doing something different, better, or for a different population. As the founder of a school of choice, the applicant should be able to show a need and demand for their proposed school, for the population they intend to serve, in the area they intend to offer it;
- A sound educational model: whether an established school model or an innovation, the founders will have a strong research or experiential basis that sets high expectations for a quality education for their expected population;
- Strong support: may be financial or in-kind, but starting a public charter school is a resource intensive endeavor with a high possibility of failure, so a successful applicant will have spent years developing the support network of families, agencies, teachers and other educational professionals, and funding to be successful; and
- Board capacity: with the diversity of skills, knowledge, experience, and ability to attract and identify strong school leadership and provide stability to nurture the organization.

The UMSL CSO reserves the right, but is not obligated, to request more information based on the prospectus before deciding whether to invite the applicant to submit a full application. Additional reviews, such as professional consultant evaluations, interviews, and due diligence on programs the applicant proposes to use, may also be conducted.

**High Risk Students:** The UMSL CSO gives priority to applicants that propose a school oriented to high-risk students and to the reentry of dropouts into the school system as defined in section 160.405.2(5), RSMo.

**Independent or Private Schools Transitioning to a Public Charter School:** In the case of an existing school seeking to become a public charter school, the UMSL CSO will set up a site visit to observe the school in operation and interview school leaders.

After the initial review, the UMSL CSO will send the applicant a letter either inviting the applicant to submit a full application (if the prospectus and additional information requested demonstrate the foregoing characteristics) or explaining the reasons the applicant is not invited to submit a full application.

### Step 2: Application Submission

**To meet established deadlines and open school the following school year, the UMSL CSO must receive the application by July 1 of the school year preceding the proposed opening year.**

In alignment with 5 CSR 20-100.260.2(B.1-2) the UMSL CSO has developed and made readily available a charter application ([See Appendix 2: Charter School Application](#)) that—

- Includes comprehensive questions to elicit the information needed for a rigorous evaluation of the applicant’s plans and capacity in accordance with the requirements stated in section 160.405.1(1–17), RSMo; and
- Clearly articulates any chartering priorities the UMSL CSO has established, including the priority to serve high-risk students in accordance with section 160.405.2(5), RSMo.

If, after the review of the prospectus, the applicant is invited to submit a full application, the applicant shall submit an application that details the education, organization, governance, and business plans of the school. One can find the full application and guidance on our webpage: <https://www.umsl.edu/education/research-centers/charter/index.html>. The application includes detailed evaluation criteria. The applicant must provide evidence of the capacity of the founding group to govern and manage a public charter school. A successful application provides data on prior school success or evidence as to why the innovative approach has a likelihood of success. A successful application must include all that is required by Sections 160.400 to 160.425, RSMo.

It must also have appendices that include:

- Articles of Incorporation and Bylaws;
- Five-Year Budget and year-one cash flow analysis with budget assumptions noted;
- Board Member resumes; and
- Documentation of the need for and interest in this particular public charter school.

We highly recommend that prospective applicants consult the collection of approved charter applications available online at DESE: <https://dese.mo.gov/quality-schools/charter-schools>.

#### *Independent Schools Transitioning to a Public Charter School*

In the case of an existing independent school seeking to become a public charter school, the UMSL CSO:

- May waive certain sections of the application;
- Requires submission of student achievement assessment data and data reports from previous years of operation for review purposes; and
- Requires evidence of successful management of nonacademic school functions, including financial and organizational performance.

#### *Existing School Operators*

In alignment with 5 CSR 20-100.260.2(C) and (D.1-4), the UMSL CSO will differentiate and supplement application requirements and corresponding evaluation criteria for applicants who currently oversee or manage charter schools in Missouri or other states.

For applicants that are existing school operators, the UMSL CSO application requires—

- Specific information about the existing operator’s prior academic achievement, and successful management of nonacademic school functions, including financial and organizational performance, in accordance with section 160.415.7, RSMo;
- An explanation of any never opened, terminated, or non-renewed charter schools (including terminated or non-renewed third-party contracts to operate charter schools) within the last five (5) years and other such requirements as outlined in section 160.415.7, RSMo;
- A description of the existing school operator’s proposed growth plan; and
- The operator’s most recent financial audits.

Consult Section B.1-A in UMSL’s application.

#### *Third Party Education Service Providers (ESP)*

In alignment with 5 CSR 20-100.260.2(E), the application for applicants that intend to contract with an education service provider for substantial educational or charter school management services requires—

- A draft of the proposed management services agreement that sets forth proposed key terms, including roles and responsibilities of the public charter school governing board, the public charter school staff, and the service provider; the services to be provided; the measures by which the public charter school governing board will evaluate the service provider; a detailed explanation of compensation to be paid to the service provider; financial controls and oversight; methods of contract oversight and enforcement; and conditions for contract renewal and termination; and



- A disclosure and explanation of any existing or potential conflicts of interest between the public charter school governing board and proposed service provider or any affiliated business entities.

Consult Section B.1-B in UMSL's application.

The application must include additional provisions and structures that assure:

- There will be rigorous, independent contract oversight by its governing board; and
- The school maintains 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 third party education service providers that practice a policy of retaining ownership of the building or physical assets in which the charter schools they manage are located.

### Step 3: Application Evaluation and Capacity Interview

To meet established deadlines and open school the following school year, the UMSL CSO must receive the application by July 1 of the school year preceding the proposed opening year. The UMSL CSO has 90 days to review the full application and decide if it will sponsor the proposed public charter school. Missouri Statutes require charters be granted by the State Board of Education by January 31 to open school the next school year. Applications received after July 1 will be reviewed for opening a year following the next school year, unless otherwise decided by the UMSL CSO (i.e. an application received July 2, 2022, will be considered for opening fall 2024). We are now accepting applications for 2025-26 (or later) school openings.

In alignment with 5 CSR 20-100.260.2(F), the UMSL CSO employs a team of qualified application evaluators with relevant educational, organizational (governance and management), financial, and legal expertise to review and evaluate the charter application according to the established evaluation criteria. In alignment with 5 CSR 20-100.260.2(G), the UMSL CSO staff is provided orientation or training as application evaluators to support consistency in the evaluation of approval criteria.

Once submitted, the UMSL Charter Schools Office staff, its consultants, and the Dean of UMSL's College of Education make up the team that rigorously evaluates each application. The process includes a thorough review of the written proposal including its financial operations, need for and interest in the school, five-year budget projections, and student support systems. The review may include analyses by external consultants to assure the applicants have the experience and capacity to govern and manage a high performing public charter school and have considered the myriad details required to start and support

one. The UMSL CSO will also exercise due diligence to examine the applicant team's experience and ability. The UMSL Application Guidance includes specific evaluation criteria.

Applicants must present the following elements in the completed application:

- A clear and compelling mission and vision;
- Evidence of the need for and interest in the school;
- A quality educational program;
- A solid business plan;
- Convincing evidence that effective governance and management structures, systems and ability are in place;
- Profiles of founding team members proving diverse and necessary capabilities;
- Clear evidence of the applicant's ability to execute its plan successfully;
- A viable plan and financial capacity to secure a facility to house the school; and
- Intent to adopt UMSL's Closure Plan.

Prior to the final decision and in alignment with 5 CSR 20-100.260.2(H), the UMSL CSO staff and the Dean of UMSL's College of Education will conduct an **in-person capacity interview** with each qualified applicant to examine the applicant's experience and capacity, and conduct due diligence to examine the applicant's experience, capacity, and track record of performance. Participants must include the public charter school governing board chair and school leader (if identified). The applicant team may also consist of board members and any identified staff.

The interview's purpose is to further determine the ability of the governing group and founding staff, their understanding of their roles and their knowledge of their model. Interviews are highly structured, with specific questions relating to the application, the backgrounds of the petitioners, and the needs of the community.

In alignment with 5 CSR 20-100.260.2(I), the UMSL CSO will inform charter applicants of the meaning of local education agency (LEA) status as it concerns the operation of the charter school as outlined in section 160.415.4, RSMo.

In alignment with 5 CSR 20-100.260.2(J) the UMSL CSO will grant sponsorship approval only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, with particular consideration to any available information about schools previously operated in Missouri, if applicable, and consistent with the published application evaluation criteria, in accordance with sections 160.400.11(2) and 160.405.2(2), RSMo.

#### Step 4: UMSL CSO Decision

In alignment with 5 CSR 20-100.260.2(K), the UMSL Charter Schools Office will promptly notify applicants of approval or denial.

### *Approval*

If the UMSL CSO approves the application, we will issue a letter of approval to the applicant's board, copying DESE to inform them that an application will be submitted to them in this cycle. The UMSL CSO will issue a written notice of acceptance within 90 days of receipt of the application or by October 1, if adequate time for re-review has been provided as defined in [Revisions](#).

### *Denial*

If the UMSL CSO decides not to sponsor an applicant, the letter of denial will provide reasons for denial with a copy sent to the Missouri State Board of Education within five business days following the denial, in accordance with section 160.405.2(3), RSMo. The UMSL CSO will issue a written notice of acceptance or denial within 90 days of receipt of the application.

If the basis for denial is the applicant not demonstrating competence and capacity to succeed in all aspects of the school or not demonstrating of need for/interest in the school, the decision will be final with an invitation to begin the process again at Step One the following year.

### *Revisions*

If the basis for denial is that the application is not in compliance with expectations, and such errors can be remedied in time for UMSL to re-review and issue a letter of final approval or denial by October 1, the applicant will be invited to revise the application and resubmit. The UMSL CSO requires at least one month to re-review the application and will issue a final decision within that month.

### Step 5: DESE and Public Schools Submissions and State Board Approval

Once the UMSL Charter Schools Office approves the application, we 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. The school's Performance Framework will be included in the application appendices, as part of the Charter School Contract. To examine the Performance Framework template, see Appendix 4: UMSL Charter School Performance Framework Template. The team will also approve an assurance statement that the school will comply with all state and federal statutes and regulations that govern Missouri's public charter schools.

In alignment with 5 CSR 20-100.260.2(L), the UMSL CSO will submit an electronic copy of the school's approved charter (which includes of the UMSL Charter School Contract, UMSL CSO Performance Framework, UMSL CSO Handbook, and the charter application) to the Department of Elementary and Secondary Education (DESE) for review by November 10th (or the next business day if November 10th falls on a Saturday or Sunday) of the year prior to the proposed opening date of the public charter school, as outlined in section 160.405.3, RSMo. This will be accompanied by a statement finding that the application meets the statutory requirements. The monitoring plan under which the sponsor will evaluate the

academic performance of the charter school will be included in the UMSL CSO Handbook and Performance Targets will be clear in the Performance Framework. The founding board of the school must formally approve the application and its board president must sign the DESE Cover Page, prior to submitting. Final applications should be submitted to DESE at least six weeks prior to a particular state board meeting date.

The Department of Elementary and Secondary Education has 60 days to review the application on behalf of the State Board of Education (MOSBOE) and may offer recommended changes to assure alignment with statute and regulations. Applicants do not have to accept DESE recommendations outside of statutory or regulatory requirements.

The applicant will provide a copy of its application to the school board of the district in which the charter school is to be located, in alignment with section 160.405.4(8a), RSMo. Documentation of this submission will be sent to DESE.

For schools that plan to open the following school year, MOSBOE reviews applications no later than the January meeting. The Office of Quality Schools (OQS) of DESE shepherds the application through the MOSBOE approval process.

If approved by the MOSBOE, the UMSL CSO and charter public school will begin the [process of signing the Charter School Contract](#). This Contract will be in place by June 30 of the school year preceding the proposed opening school year.

## **Statutory Requirements – Standard 2: Application Process and Decision Making:**

The following statutes and codes form the basis of UMSL’s responsibilities related to the application process and decision making:

**RSMo\_160.405.1-17:** UMSL will provide an application process that will determine if an applicant is sufficiently qualified to operate a charter school

**RSMo\_160.405.2(3):** UMSL will provide applicants written letter(s) of denial, with the reasons for denial, and copy the state board

**RSMo\_160.405.2(5):** When granting charters to similarly qualified applicants, UMSL will give priority to charter schools oriented to high-risk and reentry of dropouts

**RSMo\_160.405.3:** UMSL-approved charter applications will be submitted to the state board of education with:

- A statement of findings related to meeting legal requirements
- A framework to monitor the academic performance of the applicant

**RSMo\_160.405.4(8)** Any request for further review by the state board of education includes:

- (a)** Documentation that a copy of the charter application was provided to the <Name of> Public School District Board of Education
- (b)** A statement outlining the reasons for approval or disapproval addressing statutory requirement

**RSMo\_160.415.7:** Charter applications from existing school operators will provide additional information related to previous outcomes and operations, as well as closures or non-openings.

**5\_CSR\_20-100.260(2):** This section of the Code of State Regulations pertaining to Standards for Charter Sponsorship details the sponsor’s responsibilities related to the charter school application process and decision making.

## Standard 3: UMSL Charter School Contract

### *UMSL Charter School Contract*

Upon the Missouri State Board of Education's (MOSBOE) approval of the charter school application, UMSL and the approved school agree to a contractual agreement ("UMSL Charter School Contract") that outlines the terms defining the relationship between the two. In alignment with 5 CSR 20-100.260.3, a charter contract is defined as a document, executed by the UMSL CSO and the school, which is separate from the charter application that clearly articulates the rights and responsibilities of each party regarding charter school autonomy, expected outcomes, measures for evaluating success or failure, performance consequences based on the annual performance report, and other material terms. In accordance with section 160.400.11(3), RSMo, the UMSL CSO executes an UMSL Charter School Contract with each charter school articulating the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, the measures for evaluating success or failure, performance consequences, and other material terms.

### Components of the Charter School Contract

- The Charter School Contract includes the following Exhibits:
  - UMSL CSO Performance Framework
  - UMSL CSO Handbook
  - The Initial or Renewal Charter Application
    - Details of the charter school operations and budget within the Charter School application are part of the contract.

In alignment with 5 CSR 20-100.260.3(A.1-2) UMSL shall—

- Execute an UMSL Charter School Contract with each approved charter school, which must be organized as a Missouri nonprofit corporation, for an initial term of five (5) years, which may be renewed, in accordance with section 160.405.1(9), RSMo. The UMSL Charter School Contract shall define:
  - The standards for intervention, probation, renewal, non-renewal, and revocation while also establishing the consequences for not meeting those standards, in accordance with sections 160.405.8 and 160.405.9(2)– (3) RSMo. Such standards are outlined within this Handbook and are part of the Charter Contract; and
  - A set of reasonable pre-opening requirements (see Appendix 3.2) or conditions for a new charter school to open to ensure that it meets all health, safety, and other legal requirements prior to opening (outlined within this Handbook, a part of the Charter Contract).

The chancellor of UMSL will sign the contract on behalf of the University of Missouri System's Board of Curators. Thus, the contract is between the school and the UM System. For an initial contract, the term of the contract covers the period from the MOSBOE approval date to the end of the first five years of the school's operation. For a renewal, the

term of the contract covers from July 1 of the first year of the renewal term through June 30 of the final year of the renewal term. To examine the full contract template, see [Appendix 3: UMSL Charter School Contract Template](#).

Note that the Charter School Contract included in this Handbook is a Renewal Contract Template and will vary slightly from the contract for a school in its initial term. Further, the Charter School Contract included herein was revised for all schools signing a contract for a term beginning in SY24 or later. Schools that signed a contract for a term beginning SY23 or before have a different contract.

In alignment with 5 CSR 20-100.260.3(C), the UMSL Charter School Contract for a charter school that is planning to contract with an education service provider for substantial educational or school management services ensures the primacy of the UMSL Charter School Contract over the management services contract.

To the extent UMSL, outside of the Charter Schools Office, is providing any fee-based services to its charter schools, the UMSL Charter School Contract clearly states such services are not, nor ever will be, a condition of sponsorship, in alignment with 5 CSR 20-100.260.3(D).

### ***The Performance Framework, an essential component of the Charter School Contract***

In alignment with 5 CSR 20-100.260.3(B.1-3), the UMSL Charter School Contract, includes the specific academic, financial, learning environment, governance, and operations and compliance performance expectations in the UMSL Performance Framework (see [Appendix 4: UMSL Performance Framework](#)), which is an essential component of the Charter School Contract. The UMSL CSO considers state assessment data and other student achievement outcomes relative to the Performance Framework when making expansion, intervention, renewal, revocation and closure decisions. Refer to [Standard 6](#) for our policies, processes and procedures concerning expansion, intervention, renewal, revocation and closure decisions.

The Performance Framework clearly defines performance expectations for the term of the Charter School Contract, the sources of data used to evaluate charter school performance against these expectations, and the targets that the charter school must meet to earn renewal in the following areas:

- Pupil academic standards for all students and significant Student Groups within each charter school, aligned to standards adopted by the State Board of Education, as outlined in and in accordance with sections 160.405.1(7), 160.405.4(6), and 160.405.9(2)(a), RSMo;
  - Refer to Standard 4 ([Student Achievement and State Assessment](#)) for more information about the Performance Framework
- Financial performance expectations, which measure both near-term and long-term financial health, including, but not limited to, those outlined in section 160.405.9(2)(b), RSMo; and

- Organizational performance expectations, including, but not limited to, compliance with all governance-related laws, the fulfillment of all state and federal requirements regarding fair and appropriate service to students with disabilities, and the maintenance of a safe and operationally sound facility, as outlined in sections 160.405.4 and 160.405.11–14, RSMo.

### ***Charter Amendment Policy and Process***

In alignment with 5 CSR 20-100.260.3(A.3), once a school begins operation, school leadership may request a provision of the charter be revised, added, or eliminated. Per Section 6.2 of the Charter School Contract, material amendments to the Charter School Contract must be approved by both signing parties to be effective. Material amendments include, but are not limited to the following:

- Purchase or lease of a new facility or a change in the school’s location
- Change in the school’s mission statement
- Change in the school’s approach to instruction
- A change from the Renewal Application that expands enrollment by more than 10% of the total enrollment or by grade level.

The process for amending the UMSL Charter School Contract is as follows:

- The school leader shall submit a proposed amendment to the charter school board of directors.
- If the charter school board approves the amendment, the charter school board president shall submit a letter along with the proposed amendment requesting UMSL CSO approval.
- Within 30 days, the UMSL CSO will issue written notification of approval or denial that the amendment is approved or denied to the school’s board of directors and to DESE. A charter school must notify DESE if it amends its Charter School Contract.
  - If the amendment is denied, the letter of denial will provide reasons for denial.



***Statutory Requirements – Standard 3: UMSL Charter School Contract***

The following statutes and codes form the basis of UMSL’s responsibilities related to the UMSL Charter School Contract:

**RSMo\_160.400.16:** UMSL will provide a performance contract to evaluate the performance of the school.

**RSMo\_160.405.1-14:** UMSL will execute a charter contract with each charter school that articulates the rights and responsibilities of each party.

**RSMo\_160.405.4 and RSMo\_160.405.9(2):** UMSL will include in the charter contract or incorporate by reference clearly defined performance expectations, and the targets that the charter school must meet to earn renewal.

**5\_CSR\_20-100.260 (3):** This section of the Code of State Regulations pertaining to Standards for Charter Sponsorship details the sponsor’s responsibilities related to the charter contract.

## Standard 4: Oversight and Evaluation

The charter school concept is built on the premise that in return for greater autonomy, charter schools are held accountable to commitments and agreements made in their charter contracts, as well as to all applicable federal and state statutory and regulatory requirements. The UMSL CSO acknowledges public charter schools shall be exempt from all laws and rules relating to schools, governing boards and school districts, except as provided in sections 160.400-160.425 RSMO and any amendments thereto. In addition to complying with the terms and conditions expressly provided in the Charter School Contract, the school shall comply with all provisions of Sections 160.400 through 160.425, RSMO and any amendments thereto. Through oversight, it is the sponsor's role to evaluate if each school it sponsors:

- Upholds its agreements and commitments as stated in its UMSL Charter School Contract;
- Is in compliance with federal and state statutes and regulations; and
- Establishes and maintains strong academic programs and organizational and financial operations.

In alignment with 5 CSR 20-100.260.4(F), the UMSL CSO refrains from directing charter school decisions or choices that are appropriately within a school's purview under the charter law or contract.

In alignment with 5 CSR 20-100.260.4(A.1-3)(B), the UMSL CSO conducts charter school oversight that evaluates charter school performance; monitors charter school compliance with both federal and state statutes and regulations; ensures charter school autonomy; protects student rights; informs charter school intervention, probation, revocation, and renewal decisions; and provides annual reports on charter school performance. This oversight also aligns with section 4.1 of the UMSL Charter School Contract, which states: *the UMSL Charter Schools Office annually evaluates the school based on the academic, fiscal, learning environment, governance, and operations and organizational compliance performance indicators outlined in the UMSL Charter Schools Office's Performance Framework (Exhibit A of the Charter Contract and Appendix 4 of this Handbook) and UMSL Charter Schools Office's policies (Exhibit B of the Charter Contract and Appendix 3 of this Handbook). Those indicators also include, but are not limited to, the academic goals submitted by the school as part of the Renewal Application (Exhibit C of the Charter Contract) and learning standards established by DESE.*

The UMSL CSO implements a comprehensive performance accountability and compliance monitoring system that:

1. Is defined in the UMSL Charter School Contract;
2. Provides the UMSL CSO with the information necessary to make thorough and evidence-based intervention, probation, renewal, non-renewal, and revocation decisions;
3. Monitors the charter school's performance of its obligations under applicable laws and under the Charter School Contract, its management, and its operations; and

4. Effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting charter school autonomy and minimizing charter school administrative and reporting burdens.

The UMSL CSO defines and communicates this performance accountability and compliance monitoring system to charter schools, including the process, methods, and timing of gathering and reporting charter school performance and compliance data in this Handbook, a part of the Charter Contract.

As stated in Section 4.2 of The UMSL Charter Contract, the UMSL Charter Schools Office's Performance Framework and UMSL Charter Schools Office's policies governing oversight of UMSL-sponsored schools may change from time to time. The UMSL Charter Schools Office shall provide the schools no less than sixty (60) days' notice prior to implementing changes to these policies, and the opportunity to provide input which may or may not be incorporated into the UMSL Charter Schools Office policies.

### ***Annual Review Policy and Process***

The UMSL CSO fulfills its oversight responsibilities by conducting an ongoing standards-based annual review process throughout the school year. Based on the process outlined herein, the UMSL CSO produces an Annual Review Report, based on data available by June 15 of the school year in review. In alignment with 5 CSR 20-100.260.4(E) and in accordance with section 160.405.7, RSMo, the UMSL CSO evaluates and publishes on the UMSL CSO website the Annual Performance Report for each charter school. The UMSL CSO shall also publish the annual review of each charter school's performance and progress toward meeting the expectations and targets stated in the UMSL Charter School Contract, including Student Group performance and essential compliance requirements, and clearly communicates evaluation results to the charter school's governing board and leadership. The school's board of directors is required to review this report, as outlined in the Performance Framework.

UMSL's Annual Review Process is an ongoing process comprising a desk audit of the Required Documents List and formal site visit/s, for which guidance will be sent at least 10 business days before the school visit. The school shall participate in the annual review process, including site-visits conducted by UMSL, or conducted at UMSL's direction, and related initiatives and shall submit to UMSL's liaison all relevant information and data related thereto.

### **Required Document Submissions and Publicly Sourced Data**

The Annual Review Process includes a thorough examination of data sourced from Required Document Submissions (See [Appendix 5: Required Document Submissions](#)) and other publicly sourced data. This includes assessment data, and financial audits that provide evidence of academic and organizational health. The UMSL CSO carefully reviews this information along with DESE generated reports including annual MSIP6 data and the Annual Performance Report (APR).

To better evaluate if schools meet and maintain all their state, federal, and local compliance and reporting responsibilities, schools contracting with the UMSL CSO must provide all documents listed in the Required Document Submissions list, by the established deadlines. The full list is distributed to each school at the beginning of the school year. Some documents require an annual submission (i.e. audit), some monthly (board documents), and some are re-reviewed only when changed (i.e. Article of Incorporation).

In addition to, the Required Document Submissions, the school shall submit to the UMSL CSO (or notify if publicly available) within ten (10) days after the school's receipt of same, the results of all the school's national norm-referenced tests and data related to MSIP6; the school shall submit to UMSL upon request academic growth and progress monitoring data, including, but not limited to, NWEA, STAR, iReady or other standardized assessments.

The school shall conduct an analysis of academic results and growth for each school year to be submitted to UMSL within thirty (30) days of end of year results' availability. These self-assessments must include analysis of internal data in multiple domains (attendance, academics, school culture). Data must be disaggregated by Student groups, and schools are encouraged to provide analysis that provides insight into long-term trends (at least 3 years).

The school shall provide to the UMSL CSO, when approved by the board, all board policies, including without limitation, policies relevant to compliance with all applicable state and federal laws. The minimum list of required policies can be found in [Appendix 6: Required Policies](#)).

Further, the school is required to provide access to Core Data, as requested by the UMSL CSO. The UMSL CSO requires access to all submissions that do not include personally identifiable information for staff or students.

Through the submissions, both to UMSL and DESE, in compliance with 5 CSR 20-100.260.4(G-H), the UMSL CSO monitors:

- (G) compliance with all state and federal requirements and guidelines regarding services to students, including, but not limited to, special education; all title programs; career and technical education; food service; and services for foster, homeless, immigrant, and English language learner students; and
- (H) compliance with specific state public education requirements that apply to charter schools, including, but not limited to—
  1. Requirements relating to student discipline as outlined in sections 160.261, 167.161, 167.164, and 167.171, RSMo;
  2. Notification of criminal conduct to law enforcement authorities as outlined in sections 167.115-117, RSMo;
  3. Academic assessment of pupils, including that all eligible students participate in the Missouri Assessment Program (MAP), as outlined in section 160.518, RSMo;
  4. Transmittal of charter school records to a requesting school official as outlined in section 167.020, RSMo;

5. Provision of the minimum amount of school time required as outlined in section 171.031, RSMo;
6. For charter school employees and board members, timely completion of criminal history background checks and the family care safety registry checks as outlined in section 168.133, RSMo;
7. Maintenance of policies consistent with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) guidelines to the extent they are applicable;
8. Certification of staff and participation in the appropriate employee retirement system as outlined in section 160.420, RSMo; and
9. Provision of education and services to students with disabilities, as outlined in sections 162.670 and 162.710, RSMo, the Individuals with Disabilities Education Act (20 U.S.C. Section 1400) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794) or successor legislation.

Through the required document submissions and in compliance with 5 CSR 20-100.260.4(I-J), the UMSL CSO verifies that charter schools admit students through a non-discriminatory process that grants admission to resident and non-resident students eligible to attend through an urban voluntary transfer program or from an unaccredited school district, as outlined in sections 160.410.1 and 160.410.3, RSMo; and monitors the admission process of any charter school where capacity is insufficient to enroll all students who submit a timely application, to monitor that the process complies with the terms outlined in section 160.410.2, RSMo.

Through the required document submissions and in compliance with 5 CSR 20-100.260.4(K), the UMSL CSO also monitors the charter school board's compliance with various governance-related laws, including, but not limited to—

1. Retention of necessary board records as required by the general record retention schedule and the public school record retention schedule as outlined in section 109.255, RSMo;
2. Submission of financial interest statements annually as outlined in sections 105.483, 105.485, and 105.492, RSMo;
3. Maintenance of conflict of interest policies and procedures to address prohibited conflicts as outlined in section 160.400.15, RSMo;
4. Maintenance of a policy to promptly address parent or guardian grievances, as outlined in section 160.405.1(13), RSMo; and
5. Conduct board and committee business in a manner outlined in the Missouri Sunshine Laws, sections 610.010-610.030, RSMo; and

Further, through the submissions and in compliance with 5 CSR 20-100.260.4(L), the UMSL CSO ensures that charter school board members are aware of and have access to professional development or training opportunities to perform and fulfill the duties of a charter school board member.

### DESE Collaboration

The UMSL CSO stays in close communication with various offices within DESE to monitor school compliance with state and federal guidelines and works with our schools to address any issues that may arise. In alignment with 5 CSR 20-100.260.4(D), the UMSL CSO communicates regularly with charter schools as needed, including school leaders and governing boards, and provides timely notice of contract violations, performance deficiencies, and mandated interventions, including probationary status, as outlined in section 160.405.8, RSMo.

\* Refer to [Appendix 7: UMSL Annual Review Standards and Report Summary Template](#)

### Onsite Visits Throughout the School Year

While the review of the Required Documents and publicly available data provides important information on how a school is performing, the UMSL CSO understands that “seeing is believing” and has also incorporated informal monthly on-site visits/meetings with the Executive School Leader into its charter school annual review process along with an in-depth full day site visit held in the spring on each campus. In alignment with 5 CSR 20-100.260.4(C), the UMSL CSO visits each charter school as appropriate and necessary for collecting data that cannot otherwise be obtained and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect charter school autonomy and avoids operational interference.

The UMSL CSO Executive Director or Assistant Director reviews all board meeting agendas, minutes and document packets and attends most board meetings. The Executive Director meets quarterly with each school’s board president and monthly with school leaders. Periodically throughout the year, our consultants review school performance related to student support, measurable outcomes, or school finance.

### The Full Day Site Visit

The full day site visit in the spring provides a mechanism for The UMSL CSO to verify and corroborate information collected throughout the year by gauging the culture and climate of a school, and gathering additional evidence on school performance from a range of perspectives. The UMSL CSO site visit includes:

- School Leader Interviews
- Teacher Interviews
- Staff Interviews
- Parent Interviews/Survey Review
- Student Interviews/Survey Review
- Board Member Interviews
- Classroom Observations
- School Day Observations
- Financial Review
- Review of Student Support Systems
- Facility Review

Findings from the full day site visit are incorporated into the Annual Review Report.

### ***Ensuring Non-Discrimination***

Charter schools in Missouri must comply with non-discrimination laws that protect the rights of all students, faculty and staff. The UMSL CSO has the following systems in place to monitor that all schools have the necessary non-discrimination safeguards to meet local, state and federal compliance:

- Onsite Visits/Meetings Throughout the Year
- Review of board meeting agendas, minutes and document packets
- Attendance at board meetings
- Annual Review
- UMSL CSO Required Document Submissions, including board policies and school procedures and handbooks
- Monitoring of lotteries through process review

Each school shall assure that the needs of special education students, including those who are homeless, limited English proficient, or have identified learning and physical disabilities are met in compliance with applicable federal and state laws and regulations.

### ***Enrollment and Admissions Compliance Oversight***

Charter schools must comply with laws that undergird their enrollment policies. The school shall not limit admission based on race, ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to pupils within the grade level(s) and age(s) specified in its application.

In alignment with 5 CSR 20-100.260.4(I-J), the UMSL CSO verifies that charter schools admit students through a non-discriminatory process that grants admission to resident and non-resident students eligible to attend through an urban voluntary transfer program or from an unaccredited school district, as outlined in sections 160.410.1 and 160.410.3, RSMo.

The UMSL CSO monitors the admission process of any charter school where capacity is insufficient to enroll all students who submit a timely application, to verify that the process complies with the terms outlined in section 160.410.2, RSMo.

This is accomplished through:

- Review of board policies and school procedures
- Annual Review
- Attending lottery processes

### **Voluntary Interdistrict Choice Corporation (VICC)**

Charter schools enrolling eligible students under the Voluntary Interdistrict Choice Corporation must maintain accurate state reporting as required by state law. The UMSL

CSO responds in a timely manner to DESE concerns about students enrolled under the Voluntary Interdistrict Choice Corporation.

### ***Parent, Student and Community Concerns Oversight***

A charter school board is required by law to have a policy that addresses parent, student and community concerns. In alignment with 5 CSR 20-100.260.4(K.4) the UMSL CSO monitors that a policy, along with processes and procedures, is in place and that the school follows the policy through:

- Monthly school leader visits
- Regular attendance at board meetings
- Annual Review
- Review of student and parent surveys
- UMSL CSO Required Document Submissions
- Monitoring parent complaints received by the UMSL CSO

### ***Teacher Certification and Background Checks Oversight***

It is a goal for all UMSL sponsored charter schools to employ certified teachers and staff (when applicable) as required by state law and the Every Student Succeeds Act (ESSA). A school must have a plan in place to rectify any certification issues as they arise. All school board directors and school faculty and staff are required by law to undergo criminal background and Family Care Safety Registry (FCSR) checks.

In alignment with 5 CSR 20-100.260.4(H.6, H.8) the UMSL CSO monitors teacher/staff certification and compliance with background check statutes by:

- Reviewing Staff Assignment Reports, in Core Data
- UMSL CSO Required Document Submissions
- Reviewing the school's certification intervention plan, if necessary
- Annual Review

The UMSL CSO works with our schools and DESE to address any compliance issues that arise.

### ***State-Federal-Local Statute Compliance Oversight***

Charter schools must meet and maintain the same compliance requirements in certain educational areas as any publicly funded educational institution in the state of Missouri. Compliance areas include but are not limited to: Special Education, Federal Programs (Title I, II and III), vocational/career education, food service, HIPAA, and FERPA. Related to this are services for foster, homeless, migrant and English language learner (ELL) students. Locally, schools must obtain building occupancy, elevator, and health and safety permits. In alignment with 5 CSR 20-100.260.4(G), the UMSL CSO monitors a wide span of compliance areas through:



- Completion and submission of DESE's required documents and DESE's responses to those documents
- Annual Review

Links to Related Documents: State-Federal-Local Statute Compliance

**Federal Programs Guidance** -- <http://dese.mo.gov/quality-schools/federal-programs/federal-legislation-guidance>

**Family Educational Rights and Privacy Act (FERPA)** -- <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

### ***Academic Program, Student Achievement and State Assessment Oversight***

The most important priority for our schools is supporting academic progress that puts all students on paths of opportunity in their lives. Each charter application shall describe the curricular, instructional, and assessment program in place to meet this priority with plans to monitor student academic progress. Each school shall provide a comprehensive program of instruction for the grade level(s) and age(s) specified in its application.

Each school shall participate in statewide assessment as designated by the state board of education pursuant to the provisions of Section 160.518, RSMO; collect and report student enrollment, attendance, and other data to the Department of Elementary and Secondary Education; and cooperate in completing and distributing the District Report Card as prescribed in Sections 160.410.4, 160.415.1 and 160.522, RSMO.

DESE will compile each school's annual state assessment, attendance, graduation and other student measures to determine the school's Annual Performance Report (APR). This report, released to the public, is one indicator of a school's performance. UMSL reviews this report as part of the Annual Review process.

In addition to state-mandated assessments, the UMSL CSO requires administration of internal benchmark assessments during the school year that enable teachers to adjust instruction (if necessary) to meet each student's academic needs. Each school shall design a method to measure pupil progress toward the pupil academic standards adopted by the state board of education pursuant to the provisions of Section 160.514, RSMo.

Each school shall collect baseline data during the initial term of the Charter School Contract to determine how the charter school is performing. Annually, the school shall submit to the UMSL CSO (or notify if publicly available) within ten (10) days after the school's receipt of same, the results of all the school's national norm-referenced tests and data related to MSIP6; the school shall submit to UMSL internal academic growth and progress monitoring data, including, but not limited to, NWEA, STAR, iReady or other standardized assessments.

The school shall conduct an analysis of academic results and growth for each school year to

be submitted to UMSL within thirty (30) days of end-of-year results' availability. These internal assessments must lead to an analysis of internal data in multiple domains (attendance, academics, school culture). Data must be disaggregated by Student Groups, and schools are encouraged to provide analysis that provides insight into long-term trends (at least 3 years).

As part of its oversight responsibilities and in alignment with 5 CSR 20-100.260.4(H.3), the UMSL CSO monitors that the school curriculum is aligned to Missouri Learning Standards and that all students participate in the MAP through:

- Board Meeting Attendance: presentations on student achievement
- UMSL CSO Required Document Submissions:
  - Curriculum Scope and Sequence documents
  - Board policy and school procedures
  - Board meeting packets
- Onsite Visits Throughout the Year
- Annual Review
- DESE's MAP participation reports (APR, District Report Card)

#### The Performance Framework (See also [Standard 3](#))

The UMSL CSO's foremost responsibility is to monitor each school's students' academic achievement to work towards students receiving a quality education. When available, the UMSL CSO reviews each school's APR and MAP outcomes. The Performance Framework outlines academic and other (attendance, enrollment, financial, retention, etc.) targets for each year of the UMSL Charter School Contract. (Refer to [Appendix 4: UMSL Performance Framework Template](#)) The UMSL CSO carefully considers student achievement outcomes relative to the Performance Framework when making expansion, intervention, renewal, revocation and closure decisions. (Refer to [Standard 6](#) for policies, processes and procedures concerning these decisions).

#### Support

In addition to oversight and accountability, The UMSL CSO strongly believes in supporting efforts to deliver an effective instructional program that leads to student achievement. We partner with each of our schools to identify areas of strength and improvement and encourage instructional leaders to use this knowledge to inform decisions and actions that effectively address areas of improvement. Once these decisions are made, we help connect our schools to external resources necessary to execute improvement efforts, and in some cases, provide financial support.

The UMSL CSO also identifies resources on data analysis and shares them with our schools.

#### Links to Related Documents: MAP Testing

DESE Assessment --<http://dese.mo.gov/college-career-readiness/assessment>

### ***Board Governance Oversight***

The ability of the charter school to carry out its mission and vision depends on the strength of its organizational foundation. A critical element of this foundation is the charter school board itself. The board stewards the mission of the school into the community. The success of the charter school often rests on the success of the charter school board.

The UMSL CSO evaluates school governance as part of the Annual Review. To fulfill its board oversight responsibilities and in alignment with 5 CSR 20-100.260.4(K.1-5), the UMSL CSO:

- Monitors that, as required in Section 1.1 of the Charter School Contract, the school is a Missouri nonprofit corporation incorporated pursuant to the provisions of Chapter 355, RSMo; is currently in good standing; and shall, throughout the term of this Charter School Contract, remain in good standing.
- Monitors that board members have a criminal background check and Family Care Safety Registry (FCSR) check as is done for all school employees as part of the board selection/induction process;
- Monitors the submission of required ethics commission paperwork annually, as specified in sections 105.483 and 105.492, RSMO;
- Attends board of directors' meetings as our capacity allows;
- Requires boards to submit all meeting agendas, document packets, monthly financial reports and approved minutes to the UMSL CSO for review;
- Monitors the school website and meetings to evaluate if meetings/business is conducted in compliance within the frameworks of the Missouri Sunshine Laws; and
- Requires that the board submit all board policies and amendments to the UMSL CSO for review; with special regard to areas of state and federal compliance or areas of possible conflict of interest.

### **Development, Training and Support**

In alignment with 5 CSR 20-100.260.4(L), the UMSL CSO ensures that charter school board members are aware of and have access to professional development or training opportunities to perform and fulfill the duties of a charter school board member. This is accomplished by monitoring compliance with the following requirements for charter school boards that contract with UMSL:

- The board must complete an annual board self-evaluation;
- The board must develop an annual board development plan based on the self-evaluation;
- All board members shall receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy, and conflict of interest within their first year of service;
- All board members shall receive ongoing training for the duration of their service to the charter school; UMSL CSO requires documentation that each board member receives at least 1 hour of training annually. This training can be achieved through outside training opportunities or embedded within the board meetings.

- The school shall notify the UMSL CSO if and when the school's conflict of interest policy has been violated and shall provide information, as reasonably requested by the UMSL CSO, concerning said violation.

The UMSL CSO informs the board of development opportunities offered by organizations such as the Missouri School Board Association (MSBA), National Alliance of Public Charter Schools, and the Missouri Public Charter School Association (MCPSA). Further the UMSL CSO makes available funds through the Mini-Grant program with the specific intention of offsetting board-training costs.

### ***Reporting Oversight***

The State of Missouri has a responsibility to thoroughly and effectively monitor public charter schools since public money funds the schools' daily operations and educational services. Most of this accountability is achieved through data submission to DESE. The objective is to create a level of transparency and accountability with safeguards in place to protect student and family data that may be deemed "personal" or "private."

To monitor schools' ability to meet these requirements, the UMSL CSO requires access to each charter schools' Core Data submission portals at DESE, where we can directly review their documents (only those that do not identify individual students). We also serve as a liaison between DESE and our schools when DESE reports missing or noncompliant documentation. We may offer support to help a school submit any missing data or documents to DESE. In addition, our schools must submit data and/or documents that DESE does not directly collect to fulfill our own oversight and compliance responsibilities, as outlined in Required Document Submissions. Microsoft Teams site. Finally, during the annual review of each UMSL charter school, we monitor the school's student and family record keeping systems. In these ways, the UMSL CSO:

- Monitors that data submissions are accurate, complete and timely;
- Monitors that schools maintain student record systems that can be transferred; electronically for state and federal reporting;
- Monitors that the schools keep records on file that meet the requirements of the *general record retention schedule* and the *public school record retention schedule*;  
<https://www.sos.mo.gov/CMSImages/LocalRecords/General.pdf>
- <http://www.sos.mo.gov/cmsimages/localrecords/publicschool.pdf>
- Monitors that schools adopt policies consistent with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) guidelines to the extent they are applicable;
- Monitors that appropriate school personnel have access to Missouri Student Information System (MOSIS) and Core Data to make accurate, complete and timely data submissions; and
- Assures that an electronic copy of approved amendments to a charter will be submitted within thirty (30) days of approval to DESE. (For the charter amendment process, refer to Standard 2.)

Links to Related Documents: Reporting

**Family Educational Rights and Privacy Act (FERPA)** to the extent applicable to charter schools. <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**Health Insurance Portability and Accountability Act (HIPAA)** guidelines to the extent applicable to charter schools <http://www.hhs.gov/ocr/privacy/>

***Compliance Notification***

If the UMSL CSO determines through the oversight and annual review processes, as described herein, that a school is out of compliance with a state or federal statute, in violation of the UMSL Charter School Contract, or deficient in meeting performance standards stated in the UMSL Charter School Contract, the UMSL CSO will provide clear, adequate, evidence-based, and timely notice to the school and mandate intervention. For information on UMSL's intervention policy and process, refer to Standard 6.

***Statutory Requirements – Standard 4: Oversight and Evaluation:***

The following statute and code form the basis of UMSL’s oversight and evaluation of its charter schools:

**5\_CSR\_20-100.260 (4):** This section of the Code of State Regulations pertaining to Standards for Charter Sponsorship details the sponsor’s Oversight and Evaluation responsibilities.

**RSMo\_160.405.7(5):** UMSL publishes the school’s annual performance report on its website.

**RSMo\_160.405.8(1)(a):** UMSL gives schools adequate, evidence-based and timely notice of contract violations or performance deficiencies and mandates intervention.

**RSMo\_160.405.2(5) and 160.410.1-3:** UMSL monitors school compliance related to enrollment and admissions, including enrollment related to high -risk students.

Specific to State and Federal Compliance Monitoring

**RSMo\_ 160.261** (Discipline); **160.420** (Employment); **160.518** (Statewide Assessment); **162.670** (Special Education Services); **162.710** (Special Education Transportation); **167.020** (Homeless Students); **167.115-117** (Student Actions – Law Enforcement); **167.161** (Student Suspensions or Expulsions); **167.164** (Duty to Educate); **167.171** (Suspension Appeals); **168.133** (Criminal Background Checks); and **171.031** (School Calendar).

Specific to Academic Program, Student Achievement and State Testing

**RSMo\_160.405.4(6)(a) and 160.405.7(1):** UMSL will monitor that our schools:

- Design a method to measure pupil progress toward the pupil academic standards adopted by the state board of education pursuant to the provisions of Section 160.514, RSMo
- Collect baseline data for the purpose of determining how the charter school is performing and, to the extent applicable, shall participate in the statewide system of assessments comprised of the essential skills tests and the nationally standardized norm-referenced achievement tests, as designated by the state board of education pursuant to the provisions of Section 160.518, RSMo.

**RSMo\_160.405.8:** UMSL shall have policies and processes in place related to school intervention and revocation of the charter based on performance deficiencies.

Specific to School Board Oversight

**RSMo\_160.400.7:** The charter board retains status as a Missouri non-profit corporation.

**RSMo\_105.483 and 105.492:** Charter board members submit ethics commission paperwork annually.

**RSMo\_160.400.15:** Charter boards have policies in place to prevent conflict of interests with the charter school.

**RSMo\_160.400.14:** All charter board members have criminal background and FCSR checks.

**RSMo\_610.010-610.030:** UMSL monitors whether charter school board and committee business is conducted as outlined in the Missouri Sunshine Laws.

#### Specific to Reporting

**RSMo\_109.255, RSMo:** UMSL will closely monitor that the charter school retains necessary records as required by the general record retention schedule and the public school retention record as authorized in this section.

#### ***UMSL Charter School Contract – Related Sections***

Also refer to Appendix 3: UMSL Charter School Contract: Articles III, IV and V.

## Standard 5: Fiscal Management

Schools are in the business of educating students; therefore, academic performance is the primary outcome by which a charter school is evaluated. But a charter school cannot provide students with a good education if it cannot meet payroll, afford to keep the lights on in the building, or worse yet, improperly uses public funds that should be spent in the classroom. Fiscal health is a key indicator of charter school success, and monitoring financial performance and position is essential to quality charter school sponsorship.

### *Oversight/Compliance*

The UMSL CSO and its financial consultants closely monitor school financial operations and performance to determine if the necessary safeguards are in place to maintain a solvent fiscal status. As part of oversight responsibilities and in alignment with compliance with 5 CSR 20-100.260.5(A-C, F, G), the Charter Schools Office and its school finance consultants:

☐

- (A) Collect and review annual financial audits of charter schools, conducted by a qualified independent auditor as outlined in section 160.405.4(4), and verify that the annual audit summary is published as outlined in section 165.121.5, RSMo;
- (B) Monitor that each charter school utilizes the coding procedures prescribed in the Missouri Financial Accounting Manual as outlined in section 160.405.1(10), RSMo;
- (C) Monitor that the charter's governing board has adopted adequate financial controls to assure that revenues received for operation of the charter school are expended for expenses related to the operation of the charter school, including, but not limited to—
  1. Procedures for the charter board to review the monthly check register, and clarify what level of expenditure necessitates board review and signature on a specific check;
  2. Establishment of a bank account, in which state funds are deposited, that is under the control of the charter board; and
  3. If the charter contracts with an education service provider for substantial educational or school management services, establishment of a process to monitor that payments to the service provider receive prior approval of the governing board or its designee, as outlined in section 160.415.7(6), RSMo;
    - If a management company is contracted, personnel associated with the company shall not have direct access to charter school funds;
- (F) To the extent necessary, cooperate with the department in its monitoring of charter schools' fiscal management of federal grant programs, and consider any findings by the department with respect to said fiscal management in the UMSL CSO's decision making; and
- (G) Monitor that charter schools submit the Annual Secretary of the Board Report (ASBR) and an annual independent financial audit to the department in the timeframe outlined by Missouri statute and verify that no conflict of interest exists between the financial auditor and the person or persons who prepared the ASBR as outlined in 160.417 and 162.821, RSMo.



In addition to monitoring compliance obligations outlined above, the UMSL CSO monitors compliance with UMSL CSO requirements:

- UMSL public charter schools shall provide a surety bond and provide liability insurance to indemnify the school, its board of directors, its staff and its teachers against tort claims;
- UMSL public charter schools shall ensure there are at least two board members who are authorized signers on all bank accounts;
- UMSL public charter schools shall enact a procurement policy and conflict of interest policy and implement cash management and expense allowability procedures in accordance with 2 CFR 200;
- UMSL public charter schools understand that executing any contract with a third-party contractor that provides education management or other comprehensive services requires approval of UMSL and requires an amendment to this contract;
- UMSL public charter schools shall notify UMSL's liaison, prior to the beginning of each school year and within ten (10) days following a change of individuals responsible, of the identity, address and telephone number, of the school's employee or consultant who will be responsible during the school year, for understanding and complying with the expectations of the Missouri Financial Accounting System;

The UMSL CSO also

- Reviews essential financial documents, including but not limited to:
  - ASBR Report
  - Annual budget and budget updates
  - Enrollment numbers
  - Quarterly financials published on school's websites
  - Internal control and procurement policies and procedures
  - Attendance reports
- Reviews finances over the summer and early fall to identify that a school is financially stressed as defined by statute; and if so, notifies the school's board no later than November 1;
- Requires that all monthly financial reports to the school's board are submitted to the UMSL CSO Required Documents site;
- Monitors compliant fiscal management of all federal funds; and
- Monitors whether the school has in place and follows a procurement process when contracting for services and purchases (when required by law).

### ***Financially Stressed Status and Other Financial Concerns***

In alignment with 5 CSR 20-100.260.5(D), the UMSL CSO evaluates each charter school's financial performance against the expectations and targets stated in the UMSL Charter School Contract and, by October 1st of each year, identifies any charter schools that are financially stressed, as outlined in section 160.417.1, RSMo, and as defined by section 160.417.2, RSMo.

In alignment with 5 CSR 20-100.260.5(E), by November 1st of each year, the UMSL CSO notifies the governing board of any charter school that is identified as financially stressed, and reviews and approves a budget and education plan developed by the charter school within forty-five (45) calendar days of such notification.

In addition to the requirements outlined in section 160.417.3, RSMo, the budget and education plan must clearly outline the basis for such identification, the steps the charter school will take to remedy the financial stress, responsible individuals, corresponding deadlines and timeframes, and the outcomes that the charter school must achieve to exit this designation. Within the plan, the UMSL CSO will include the steps that the UMSL CSO may take, including revocation, if the charter school does not appropriately remedy the financial stress by March 1st of the current school year. The UMSL CSO may also place any school identified as financially stressed on probation in accordance with section 160.405.8, RSMo (Refer to Section 6: Intervention for more information on probation). The Department of Elementary and Secondary Education may withhold any payment of financial aid due to the charter school until the charter school and sponsor have fully complied with this requirement, as outlined in section 160.417.5, RSMo.

In the case that a charter school's expenditures for the preceding fiscal year exceed receipts, the UMSL CSO will examine whether this is due to recurring costs, and if this is the case, ensure that the school develops a budget and plan to rectify any further financial deficits.

**Statutory Requirements – Standard 5: Fiscal Management:**

The following statutes and codes form the basis of our schools' and UMSL's responsibilities related to fiscal management:

**RSMo\_160.405.1(10):** UMSL will closely monitor that the charter school utilizes the coding procedures prescribed in the *Missouri Financial Accounting Manual*.

**RSMo\_160.405.4(4):** UMSL will monitor whether the charter school acquires the services of a qualified, independent auditor to conduct an annual financial audit.

**RSMo\_160.405.4(4):** UMSL will monitor whether all required financial controls are in place to assure that the revenue received for school operations are expended for that purpose:

1. A requirement that a monthly check register is reviewed and approved by the local board.
2. The bank account where state funds are deposited must be established and under the control of the charter board.

**RSMo\_160.415.5:** UMSL will closely monitor the submission of the Annual Secretary of the Board Report (ASBR) and the annual audit to the Department of Elementary and Secondary Education.

**RSMo\_160.417:** By Oct. 1 each year, UMSL will identify any charter schools experiencing financial stress and report this information to DESE. If DESE designates that a school is financially stressed, by Nov 1, UMSL will notify the charter school board, and require that the board develops and approves a budget and education plan to be submitted to the sponsor within 45 days. Minimum requirements for what must be included in the plan are specified. UMSL may make suggestions to improve the plan. DESE may withhold any payment of financial aid otherwise due to the school until the sponsor and charter school are in full compliance with these requirements.

**RSMo\_165.121.5, RSMo:** UMSL will monitor whether the school's annual audit summary is published in a local newspaper.

**34 CFR 80.36:** UMSL will monitor whether the charter school will have a procurement process in place as required by the *Code of Federal Regulations*.

**Fiscal Guidance for Federal Grant Programs:** UMSL will closely monitor that the charter school shows fiscal management of federal grant programs in accordance with these guidelines.

**5\_CSR\_20-100.260 (5):** This section of the Code of State Regulations pertaining to Standards for Charter Sponsorship details the sponsor's monitoring responsibilities related to fiscal management.

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UMSL Charter School Contract – Related Sections

Also refer to Appendix 3: UMSL Charter School Contract: Articles IV and V.

Links to Related Documents: Fiscal Management

**Missouri Financial Accounting Manual** -- <https://dese.mo.gov/financial-admin-services/school-finance/accounting-manual>

**ESEA (Elementary and Secondary Education Act) (FEDERAL) Finance** -- <https://dese.mo.gov/financial-admin-services/esea-finance>

**Model School Budget/DESE** -- <https://dese.mo.gov/media/pdf/model-budget>

## **Standard 6— Intervention, Renewal, Replication, Expansion, Revocation, Transfer and Closure**

Our mission states that the UMSL CSO will “improve access to quality public education in Missouri by evaluating, providing oversight, and supporting successful public charter schools.” Throughout the length of their charters, our schools may struggle to achieve their visions for success. It is during these times when the decision-making process guiding the UMSL CSO’s actions must be transparent and consistently applied. The state of Missouri requires all charter school sponsors implement a transparent and rigorous process that uses comprehensive academic, financial, and organizational performance data to make decisions about renewal, replication, expansion, revocation, and closure. This section presents our policies and procedures to do just that.

### ***School Intervention Policy, Processes and Procedures***

#### School Intervention Policy

As stated in Section 4.5 of the UMSL Charter School Contract, as part of its monitoring UMSL will follow a progressive system of notification, intervention, and calls for corrective action on the part of the school, should it be determined they are out of compliance with applicable state and federal laws or regulations, or the terms of the charter.

If UMSL determines that the school is failing to meet one or more required performance standards as established in the Charter Contract, but that such failure does not warrant revocation, the UMSL CSO will initiate the following process to ensure the charter school understands the areas in need of improvement, expectations for improvement, timelines, and consequences for not making the necessary improvements:

1. Communicate areas of deficiency/noncompliance through the Annual Review process
2. Issue a Notice of Concern Letter
3. Intervention and Probation
4. Re-Evaluation

UMSL reserves the right to bypass steps one and two and immediately [designate the school to probationary status](#), based on any of the following:

- Failure to meet one or more required performance indicators as established in the UMSL Charter School Contract (inclusive of the initial and renewal applications, this handbook, and the Performance Framework), or as reasonably required of the school in writing by UMSL;
- Failure to maintain a high school graduation rate of at least seventy percent in three of the last four school years unless the school has dropout recovery as its mission;
- The charter school's annual performance report results are below the district's annual performance report results based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years;

- The charter school is identified as a persistently lowest achieving school by the department of elementary and secondary education.
- Failure to meet generally accepted standards of fiscal management;
- Failure to provide information necessary to confirm compliance with all provisions of the charter contract and sections 160.400 to 160.425 and 167.349 within thirty (30) days following receipt of written notice requesting such information;
- Material or intentional violation of applicable federal or state laws; or
- There is a change in the provisions of Sections 160.400 through 160.425, RSMo which alters or amends the responsibilities and obligations of either the charter school or UMSL and the parties hereto are unable to agree upon amendments to the UMSL Charter School Contract necessary to conform its terms and conditions to said statutory amendments.

### School Intervention Processes and Procedures

#### *Step 1: Communicate areas of deficiency/noncompliance through the Annual Review Process*

As the Required Document Submissions and available data are analyzed throughout the year, UMSL will be in regular communication with the Executive School Leader (or designee) and Board President, discussing areas in need of improvement/out of compliance. Through this dialogue, the Executive School Leader and their team may provide evidence that they have addressed or are in process of addressing the areas in need of improvement/out of compliance. Very often, with additional evidence, schools can demonstrate they have met expectations.

#### *Step 2: Issue a Notice of Concern Letter*

If through the dialogue outlined in Step One, the area/s in need of improvement/out of compliance are not remedied, or the charter school does not present evidence demonstrating they are implementing a satisfactory plan to remedy the concern, the UMSL CSO will issue a Notice of Concern Letter to the Board President and the Executive School Leader. The Notice of Concern will serve as clear, adequate, and evidence-based notice of problems and a call for corrective action. The Notice of Concern will include the following:

- Communication of the Area/s of Concern;
- Call for corrective action/expectation that the school will address the Area/s of Concern by implementing a plan to improve;
- Metrics to measure progress on Area/s of Concern; and
- Consequences should adequate effort or progress not be made.

#### *Step 3: Intervention and Probation*

If, one year after the Notice of Concern, the UMSL CSO sees little to no progress toward improvements on the Area/s of Concern, the UMSL CSO may choose to progress to the next level of intervention and may designate the school to be in probationary status. As outlined [HERE](#), it is also possible to skip Steps One and Two and proceed directly to probationary status.

*if UMSL determines that the school is failing to meet one or more required performance indicators as established in the Charter School Contract, or earns an annual performance report lower than the resident district, or is identified as a lowest achieving school by DESE, but that such failure does not warrant revocation, UMSL may, at its discretion, designate the school to be in a probationary status for a defined period of time, not to exceed two years, and not more than once during the term of the Charter School Contract. During the probationary period, UMSL may require the school to implement a mutually agreed upon School Improvement Plan with defined outcomes to correct performance deficiencies described in writing by UMSL. If the school fails to meet the mutually agreed upon School Improvement Plan outcomes by the end of the probationary period, UMSL may elect to revoke or not renew the Charter School Contract.*

#### Notice of Probation

If a charter school is determined to need intervention and designated to probationary status, the UMSL CSO will provide the charter school with clear, adequate and evidence-based notice of such. The UMSL Charter Schools Office's Executive Director will submit a letter placing the school on probation (not to last more than two years) to the Board President and Executive Leader of the charter school.

The Notice of Probation will include the following:

- Communication of the performance indicators in the UMSL Charter School Contract not being met (Area/s of Concern), or other reasons for probation;
- Expectations for the School Improvement Plan, which may require a change of methodology, a change in leadership, or both;
- Defined outcomes to correct performance deficiencies;
- Timeline of when improvement must be made; and
- Consequences should adequate effort or progress not be made.

Data and factors that inform UMSL's decision to intervene include, but are not limited to:

- UMSL's Annual Review
- Outcomes in relation to the Performance Framework
- Required Document Submissions
- Onsite Visits Throughout the Year
- End of year fund balance
- Fiscal management concerns
- Statutory non-compliance, including but not limited to: teacher certification, improper investment of funds, Special Education corrective action plans
- Health and safety issues
- School APR
- MSIP6 data
- Attendance

#### School Improvement Plan (SIP)

Within 60 days of the Board President and Executive Leader receiving the Notice of Probation, the charter school, with the support of UMSL CSO, will draft a School Improvement Plan (SIP) with clear, measurable outcomes that address the identified problems. The plan will also include a timeline with benchmarks and the personnel responsible for attaining each benchmark. The school board and UMSL CSO must approve the SIP within the 60 days of the Board President and Executive Leader receiving the letter. [Refer to Appendix 8: School Improvement Plan Template.](#)

#### Monitoring of School Improvement Plan (SIP)

The UMSL CSO will monitor implementation of the plan regularly. The school will report progress and outcomes regularly to inform UMSL CSO's monitoring (at the benchmark points of the plan, at minimum), providing any data requested by the UMSL CSO to determine progress towards outcomes.

#### *Step 4: Re-Evaluation*

The UMSL CSO reserves the right to cut the probationary period short, should the charter school commit a serious breach of one or more provisions of the UMSL Charter School Contract, fail to implement the SIP in good faith, or commit a serious violation of the law or the public trust that imperils students or public funds at any time.

If the probationary period is not cut short, the UMSL CSO will assess the extent to which the school has achieved the SIP and Performance Framework outcomes at benchmark points and the end of the probationary period. The re-evaluation will result in a determination of one or more of the following options:

- Remove probation status
- Renewal of the charter
- Non-renewal of the charter
- Termination of sponsorship and revocation of the charter
- Immediate closure of the school



## ***School Renewal Policy, Processes, and Procedures***

### School Renewal Policy and Criteria

UMSL may choose to not renew this Charter School Contract for any reason, as indicated in Section 5.4 of the UMSL Charter School Contract.

When deciding to renew, in alignment with 5 CSR 20-100.260.6(A), the UMSL CSO implements a transparent and rigorous process and bases renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the UMSL Charter School Contract consistent with section 160.405.9(2)–(3), RSMo. The UMSL Charter Schools Office’s renewal decisions are supported by analyses of a charter school’s performance over time in relation to the goals and terms of its UMSL Charter Contract (inclusive of the initial and renewal applications, this handbook, and the Performance Framework) and Missouri’s pupil academic standards as adopted by the State Board of Education. Renewal decisions are informed by multiple sources, as outlined in the Performance Framework.

In alignment with 5 CSR 20-100.260.6(C), the UMSL CSO only grants renewal to charter schools that have achieved the performance expectations and corresponding targets stated in the UMSL Charter School Contract, are organizationally and fiscally viable, and have been diligent to the terms of the contract and applicable law, consistent with sections 160.400.11(5) and 160.405.9(2)–(3), RSMo.

For the UMSL Charter Schools Office to recommend a charter school for renewal, the school must demonstrate that it:

- Meets academic performance standards as set forth in the [UMSL Charter School Contract](#) (inclusive of the initial and renewal applications, this handbook, and the [Performance Framework](#));
- Meets generally accepted standards of fiscal and organizational performance;
- Provides evidence when requested to confirm compliance with all provisions of the charter and charter school statutes, regulations and codes;
- Is in compliance with applicable federal or state laws;
- Is faithful to the terms of its charter; and
- Provides an education of equal or greater quality than peer schools of similar size, demographics and scope in the public school district in which it is located.

Specific standards and indicators the UMSL CSO used to inform renewal decisions can be found in [Appendix 7: Annual Review Standards and Indicators document](#).

UMSL is confident that our renewal decisions reflect sound and defensible judgments about school performance. Renewal decisions are not compromised by political influence. UMSL provides a clear written procedure and timetable for making its renewal decision and if necessary, oversight of closure of an individual charter school; including but not limited to implementation of a closure plan, relocation of its students, transfer of student records, and dissolution of assets.

## Renewal Application Process and Procedures

- Step 1: Initial Renewal Meeting with the School
- Step 2: Review of Cumulative Performance Report and Invitation to Renew
- Step 3: LEA Submits UMSL Renewal Application
- Step 4: UMSL Review and Renewal Decision
- Step 5: Prepare and Submit Renewal Application to DESE
- Step 6: DESE Review and State Board Approval
- Step 7: UMSL Charter School Contract Renewal

### *Step 1: Initial Renewal Meeting with the School*

In February of the fourth year of the charter, charter school leaders shall meet with the UMSL CSO Executive Director. The primary purpose of this meeting is threefold:

1. Determine if the charter school intends to seek renewal with the UMSL CSO.
2. Clarify the decision-making process that determines if the school qualifies for renewal and continued sponsorship.
3. Clarify the renewal application guidelines and process to be followed for subsequent submissions.

### *Step 2: Review of Cumulative Performance Report and Invitation to Renew*

In alignment with 5 CSR 20-100.260.6(B), the UMSL CSO provides each charter school, in advance of the renewal decision, a Cumulative Performance Report that summarizes the charter school's performance record over the charter term in accordance with the performance expectations set forth in the UMSL Charter School Contract. This is one-and-the-same as the Annual Review Summary report. Alongside the Cumulative Performance Report, the UMSL CSO provides a statement of the sponsor's summative findings concerning charter school performance and its prospects for renewal.

The UMSL CSO will review the Cumulative Performance Report that summarizes the school's performance record over the term of the charter and states the UMSL CSO's summative findings and prospect for renewal by May 30 (or the next business day) of the 4th year. If state data is not yet available for the fourth year, this report will reflect the first three years of data and the school's internal data for the fourth year. The final decision may or may not be made prior to the availability of the state's fourth year data.

*If a school is likely to qualify for an expedited renewal process, as defined by section 160.405.9(2)(d) or be designated as a high-quality charter school as defined in section RSMo\_160.408.1 to be considered for a ten year renewal, the Cumulative Performance Report review and the entire renewal process may be delayed until the Department of Elementary and Secondary Education releases the data necessary to make these determinations.*

If, after the review of the Cumulative Performance Report and indication that the UMSL CSO is not likely to renew, the charter school wishes to accept non-renewal, they will

indicate that on the appropriate form. If after indication that the UMSL CSO is not likely to renew, the charter school chooses to provide additional evidence that the criteria for renewal have been met, such evidence must be submitted by September 30, unless the UMSL CSO decides it is appropriate to extend the deadline until state assessment data are available.

If the UMSL CSO indicates it is likely to renew, the charter school may consider this an invitation to submit the UMSL Renewal Application, proceeding to the next step of the process.

### *Step 3: LEA Submits UMSL Renewal Application and 5-Year Projections*

If the charter school is invited to submit the Renewal Application, the school will submit the [UMSL Renewal Application](#) and 5-year projections by June 30 of the fourth year. This application, if approved, will serve as part of the UMSL Charter Contract, to which the school is held accountable. It will also be the basis for what is submitted as the Renewal Application to DESE (Step 4).

The Board should be closely involved in the development of the Renewal Application. If renewal is approved by UMSL, the UMSL Renewal Application will also become part of the DESE Renewal Application, in Step 5 of the Renewal Process. Prior to submitting the DESE Renewal Application, the board of the school must formally approve the DESE Renewal Application (inclusive of the Renewal Application), and its board president must sign it.

### Required Elements for Renewal Application

The UMSL Renewal Application shall make clear the school's plans for the next charter term, including detailed plans for academics, governance and operations. The plans should reference a comprehensive needs assessment and the data used to make decisions about how to sustain successes and modify the school's current program to address challenges. A successful Renewal Application will demonstrate how evidence and reflection have informed the strategy for success moving forward.

The UMSL Renewal Application requires all applicants to present the following elements in their Renewal Application:

- A clear and compelling mission and vision;
- A quality educational program;
- School- or mission-aligned goals for the Performance Framework;
- A sound business plan and projected budget for the next five years;
- Strong evidence that effective governance and management structures and systems will continue to be in place;
- Plans for the school's growth and development over the five-year (or ten, if high quality) renewal of the UMSL Charter School Contract;
- Clear evidence of the applicant's capacity to execute its plans successfully; and
- Assurance that the school understands the procedures for closure and distribution of assets.

### Expedited Process and High-Quality Charter Schools

In alignment with 5 CSR 20-100.260.6(D), and to the extent the charter school qualifies for an expedited renewal process, as defined by section 160.405.9(2)(d), the UMSL CSO shall implement a streamlined renewal process, which decreases the burden on the charter school (i.e., fewer application requirements and a more targeted document request) and the amount of time between submission of the renewal application and the sponsor's decision. A charter school may have an expedited renewal process if it has an annual performance report consistent with a classification of accredited for three of the previous four years and is fiscally viable.

If a charter school meets the criteria for a high-quality charter school as defined in RSMo\_160.408.1, it qualifies for consideration to renew the charter for up to ten years. The UMSL CSO will make the decision about the renewal term length.

#### *Step 4: UMSL Review and Renewal Decision*

The UMSL Charter Schools Office staff, its portfolio of consultants, and the UMSL Dean of the College of Education rigorously evaluate each element of the application, assessing the Renewal Application for capacity, competence, and priorities. The Renewal Application will also be evaluated for compliance with all provisions of Sections 160.400 through 160.425, RSMo, and any amendments thereto.

The Executive Director of the UMSL CSO will prepare a recommendation to not renew or renew the school's charter for either a five- or ten-year term for UMSL's Dean of the College of Education based upon careful analysis of the following:

- The school's student academic and financial performance over the first four years of the charter term;
- The school's most recent state assessment data on student academic performance, along with that data's relationship to performance data from previous years;
- UMSL's Annual Reviews of the school over the first four years of the charter term;
- The school's performance compared to schools within the St. Louis Public School District with comparable enrollment and grade level configurations; and
- The quality of the Renewal Application.

***Note: In recent years, DESE's release of the school's most recent state assessment data has been as late as March of the following year, making it challenging to adhere to the timeline laid out in this section. The UMSL CSO will make every effort to adhere to the deadlines outlined herein, but if state assessment data is not available in time to adhere to the deadlines, the UMSL CSO will adjust deadlines for each step of the renewal process or adjust to consider internal assessment data.***

The UMSL CSO Executive Director will meet with the Dean of the UMSL College of Education to review the recommendation by August 1 of the fifth year.

By August 15 of the fifth year, the Dean for the College of Education will render one of two decisions:

- 1) **Support Renewal:** The Dean will issue a letter supporting the charter school renewal. Subsequent to this decision:
  - The UMSL Charter Schools Office's Executive Director will notify the Board President, Executive Leader, and DESE that UMSL agrees to sponsor the renewing charter school; and
  - The school will continue with the UMSL CSO Renewal Application process.
- 2) **Deny Renewal:** The Dean will direct the UMSL Charter Schools Office's Executive Director to notify the charter school formally in writing that the UMSL CSO will not renew sponsorship of the school following the term of the existing charter. Notification will include the reasons for the decision, in alignment with 5 CSR 20-100.260.6(E).

Upon receipt of the decision not to renew, the UMSL CSO and the school will prepare for closure during year five of the charter. The charter school will follow the UMSL CSO closure policy, processes and procedures.

#### *Step 5: Prepare and Submit Renewal Applications to DESE*

If the charter school continues to seek renewal with the UMSL CSO, the charter school will complete the Charter Renewal Form (MO 500-3342, revised 07/2021) for submission to the Missouri State Board of Education through the Department of Elementary and Secondary Education. The renewal application process is more streamlined than the one for new charter school applications.

#### *Application Template*

DESE's Charter Renewal Form is submitted through the online Web Apps system directly to DESE by the UMSL CSO, by September 15<sup>th</sup> of the fifth year, if appropriate data are available. The requirements for Charter Renewal Form (MO 500-3342, revised 07/2021) include the following:

- Articles of Incorporation;
- Current, signed Performance Contract 5 CSR 20-100-280(C);
- Data demonstrating the charter school has maintained results on its annual performance report that meet or exceed the district in which the charter school is located as outlined in RSMo 160.405.9 (2)(a);
- Evidence the school is fiscally viable as outlined in RSMo 160.405.9 (2)(b);
- Performance contract and performance measures for the term of requested renewal RSMo 160.405.6;
- Five-year budget including projected reserves for the next term 5 CSR 20-100-280(E);
- Projected enrollment by grade 5 CSR 20-100-280 (F); and
- The requested assurances.

#### *Required Elements for an Expedited or High Quality Application*

By statute, schools with strong student academic performance as measured by state assessments over the previous four years may complete an expedited application. High

Quality schools, as defined in section 160.408.1, RSMo may also qualify for a renewal term of up to ten years.

In alignment with 5 CSR 20-100.280(1), a charter school that meets the qualifications for expedited or high-quality renewal will submit the Charter Renewal Form – Expedited or High Quality (MO 500-3061, revised 07/2021) provided by the Department of Elementary and Secondary Education (department) including:

- Articles of Incorporation;
- Current, signed Performance Contract 5 CSR 20-100-280(C)
- Data demonstrating school meets the classification of accredited for three of the last your years as outlined in outlined in RSMo 160.405.9 (2)(d);
- Evidence the school is fiscally viable as outlined in RSMo 160.405.9 (2)(b);
- Performance contract and performance measures for the term of requested renewal RSMo 160.405.6;
- Five-year budget including projected reserves for the next term 5 CSR 20-100-280(E);
- Projected enrollment by grade 5 CSR 20-100-280(F); and
- The requested assurances.

#### Five-Year Performance Framework

The UMSL CSO will use the [Performance Framework](#), and with the applicant team, will negotiate and approve 3-5 mission- or school-aligned goals. This will be included in the Renewal Application.

#### Board Approval

The board of the school must formally approve the application, and its board president must sign it. Once finalized and approved, the UMSL CSO will submit the application to the Department of Elementary and Secondary Education for the Missouri State Board of Education's approval, as outlined in Missouri's Revised State Statutes. The UMSL CSO aims to submit all applications to DESE by September 15, assuming necessary data are available. **The final deadline for submission to DESE is January 1.**

#### *Step 6: DESE Review and State Board Approval*

The Department of Elementary and Secondary Education reviews the application on behalf of the State Board of Education and may offer recommended changes to assure alignment with statute and regulations. Applicants are not required to accept Department recommendations outside of statutory or regulatory requirements.

At the Missouri State Board of Education December meeting (but no later than the February meeting), DESE's Charter Schools Director of the Office of Quality Schools and the CSO Director will present the renewal application for review and approval.

#### *Step 7: UMSL Charter School Contract Renewal*

Upon the MOSBOE's approval of the application, UMSL and the approved school will agree to a contractual agreement that outlines the terms defining the relationship between the two. The term of the UMSL Charter School Contract covers the next five years of the

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school's operation (or longer if the school qualifies as described above). To examine the full contract template, see [Appendix 3: UMSL Charter School Contract Template](#) (inclusive of the initial and renewal applications, this handbook, and the [Performance Framework](#)).

## ***Replication and Expansion Policy, Processes, and Procedures***

### Introduction: Statutory Concerns

As currently written, state statutes that cover replication and expansion are very problematic.

Section 160.405.6, RSMo deals with charter amendments. It makes no mention of amendments that specifically pertain to replication or expansion.

Section 160.408, RSMo deals with replication and expansion, but only pertains to high-quality charter schools. Terms within this section clearly indicate that the replication or expansion process requires the submission of a proposed charter that, if the sponsor approves, becomes a legally binding contract that the sponsor must file with the State Board of Education. The section also sets five years as the first term-length of the proposed charter.

Note:

- There is no mention in statute of replication and expansion pertaining to schools that don't meet the definition of high-quality charter schools.
- Currently, sponsors approve expansion and replication requests as amendments to pre-existing charters that are not necessary to file with the State Board of Education. This has been accepted practice since at least 2014.
- There is no definition of the words replication and expansion in statute.

The ramifications for sponsors and their high-quality schools that want to expand or replicate are significant.

To be compliant with section 160.408, RSMo, a high-quality school would have to submit a separate charter to the sponsor, and the sponsor would have to file the charter with the State Board of Education. This raises concerns: the expansion/replication UMSL Charter School Contract should not be separate from the existing UMSL Charter School Contract:

- This sets up a situation where the governing board and sponsor must operate under two contracts that could establish two sets of terms for a singular relationship.
- This sets up a situation where the LEA must operate under two separate term lengths for the buildings it operates, creating extra renewals.
- Does the state have to assign a new district code to the schools established under the expansion/replication contract?
- Is it possible that the separate charters could generate two governing boards?
- This sets up a situation where a high-quality school must – by statute – follow a process that is more complicated than the process a non-high-quality school follows. One purpose of section 160.408, RSMo, is to ensure sponsors provide “expedited opportunities” to high-quality schools. The way the statute is written makes it more likely that the sponsor cannot provide “expedited opportunities.”



The process where a sponsor approves an expansion/replication amendment to an existing charter is far less complicated and cumbersome than the process where a school submits a separate charter proposal for expansion/replication to the sponsor. Therefore, the UMSL CSO has fully defined a process for replication and expansion that is in alignment with the intent of section 160.408, RSMo to ensure sponsors provide “expedited opportunities” to high-quality schools, allowing them the same opportunity as schools not identified as high quality.

### Replication and Expansion Policy

UMSL’s policy attempts to address the concerns raised by gaps between the language of the law and the intentions of the law; especially those intentions pertaining to high-quality schools.

### *Definitions*

According to 5 CSR 20-100.290(1) replicate and expand shall be defined as—

- (A) Replicate means to open one (1) or more new charter Local Education Agencies (LEA) that is based on the charter school model for which the applicant has presented evidence of success; and
- (B) Expand means to increase the number of available seats in an existing charter LEA.

For the purposes of this policy, UMSL will more clearly define the terms and different possibilities for expansion.

Replication: An existing LEA establishes a school that replicates the vision, mission, grade-level configuration, academic program, and instructional model of an existing school. The new school’s location does not lie within its campus footprint. If the existing LEA established a catchment area for its existing school, the new school’s location does not lie within the catchment area.

Expansion A: An existing school that expands its program beyond the building grade-level configuration designated in its charter. The expansion takes place at a location within its existing campus footprint or catchment area. Examples:

- A grade PK-5 elementary school expands to a PK-8 school on the same campus.
- A grade 6-8 middle school expands to a grade 6-12 secondary program with the high school located in a separate building three city blocks from the middle school.

Expansion B: An existing LEA establishes a new school in a location that does not lie within its campus footprint or catchment area, but the school does not replicate the following: vision, mission, grade-level configuration, academic program and instructional model.

Expedited opportunities for high-quality schools: For a high-quality school seeking expansion or replication, the sponsor provides amendment, application and/or approval processes that, compared to processes for non-high-quality schools, take significantly less time to complete.

In alignment with 5 CSR 20-100.260.6(G), the UMSL CSO will base decisions to approve additional charter school sites or to expand grade levels on thorough analyses of a comprehensive body of objective evidence defined by the charter contract. The UMSL Charter Schools Office implements a transparent and rigorous process that uses comprehensive data to make merit-based replication and expansion decisions.

The UMSL Charter Schools Office's replication and expansion decisions are supported by analyses of a charter school's performance over time in relation to the goals and terms of its UMSL Charter Contract (inclusive of the initial and renewal applications, this handbook, and the Performance Framework) and Missouri's pupil academic standards as adopted by the State Board of Education. Expansion and replication decisions are informed by multiple sources, as outlined in the Performance Framework.

In alignment with 5 CSR 20-100.260.6(F) and in accordance with section 160.408, RSMo, the UMSL CSO will provide "high-quality charter schools," as defined by section 160.408, RSMo, with opportunities for expedited replication and expansion.

#### *Replication and Expansion Criteria*

The UMSL Charter Schools Office grants replication and/or expansion only to charter schools with a quality educational program in their existing school(s) that has achieved the goals and standards set in the UMSL Charter School Contract; is organizationally and financially viable; and has been faithful to the terms of its charter, contracts with UMSL, and applicable laws.

For the UMSL Charter Schools Office to recommend a charter school for replication and/or expansion, the governing board and school administration must demonstrate the following:

- The existing charter school:
  - Meets academic performance standards as set forth in the [UMSL Charter School Contract](#) (inclusive of the initial and renewal applications, this handbook, and the [Performance Framework](#));
  - Meets generally accepted standards of fiscal and organizational performance;
  - Provides evidence when requested to confirm compliance with all provisions of the charter and charter school statutes, regulations and codes;
  - Is in compliance with applicable federal or state laws;
  - Is faithful to the terms of its charter; and
  - Provides an education of equal or greater quality than peer schools of similar size, demographics and scope in the public school district in which it is located.
- The proposed school's location serves a community where existing schools do not provide enough quality seats for school-aged children
- The community served by the school supports its establishment

- The school provides clear evidence of capacity to execute replication or expansion successfully. This includes:
  - A strong replication/expansion plan
  - Evidence of sufficient human capital to effectively execute the plan
  - Evidence of sufficient financial resources to effectively execute the plan
    - Submission of a sound business plan and projected budget for the next three years
  - Facilities with enough space to accommodate enrollment increases

These criteria apply to both non-high-quality and high-quality charter schools, as defined in section 160.408.1, RSMo.

### Replication and Expansion Process and Procedures

#### *Replication and Expansion: Non-High-Quality Schools*

Non-high-quality schools desiring to replicate or expand may:

- Submit a thorough, written proposal in the form of **an amendment to their existing UMSL Charter School Contract** that addresses all the criteria outlined in “Replication and Expansion Criteria” and in alignment with the “Charter Amendment Process” in Standard 3 of this Handbook.
- The UMSL CSO will evaluate the proposal based on the criteria outlined in “Replication and Expansion Criteria” and decide whether or not to approve.
- The UMSL CSO will send written notification of its decision to the school within 30 days of the proposal’s submission. Notification will include a rationale for the decision.
- The UMSL CSO will send a copy of the notification to DESE.

This process applies to replications and both definitions of expansion: A and B.

#### *Replication and Expansion: High-Quality Schools*

High-quality schools desiring to expand in a manner that meets the definition of Expansion A may:

- Submit a thorough, written proposal in the form of **an amendment to their existing UMSL Charter School Contract** that addresses all the criteria outlined in “Replication and Expansion Criteria” and in alignment with the “Charter Amendment Process” in Section 3 of this Handbook.
- The UMSL CSO will evaluate the proposal based on the criteria outlined in “Replication and Expansion Criteria” and decide whether or not to approve.
- The UMSL CSO will send written notification of its decision to the school within 30 days of the proposal’s submission. Notification will include a rationale for the decision.
- The UMSL CSO will send a copy of the notification to DESE.

High-quality schools desiring to replicate or expand in a manner that meets the definition of Expansion B above may:

- Submit a thorough, written proposal that addresses all of the criteria outlined in “Replication and Expansion Criteria”.
- The UMSL CSO will petition DESE on behalf of the school for a waiver of Section 160.408, RSMo, from the requirement to submit a proposed charter, which would lead to a separate UMSL Charter School Contract, with a different term of five years than the active Charter School Contract.

If the waiver request is not approved:

- The UMSL CSO will treat the proposal as a charter proposal and ensure that it includes a legally binding contract that meets requirements of sections 160.400 to 160.425 and section 167.349, RSMo.
- The UMSL CSO will evaluate the proposal based on the criteria outlined in “Replication and Expansion Criteria” and decide whether or not to approve.
- The UMSL CSO will send written notification of its decision to the school within 30 days of the proposal’s submission. Notification will include a rationale for the decision.
- The UMSL CSO will file the charter proposal with the state board of education no later than January 1 prior to the school year in which the school intends to begin operations.

If the waiver is approved:

- The UMSL CSO will evaluate the proposal based on the criteria outlined in “Replication and Expansion Criteria” and decide whether or not to approve.
- The UMSL CSO will send written notification of its decision to the school within 30 days of the proposal’s submission. Notification will include a rationale for the decision.
- The UMSL CSO will send a copy of the notification to DESE.

## ***School Revocation Policy, Process and Procedures***

### School Revocation Policy

In alignment with 5 CSR 20-100.260.6(H), the UMSL CSO shall revoke a charter during the charter term if there is clear evidence of underperformance or violation of law or the public trust that imperils students or public funds as outlined in section 160.405.8, RSMo. UMSL may terminate the UMSL Charter School Contract at any time if the charter school commits a serious breach of one or more provisions of the UMSL Charter School Contract.

As outlined in Section 5.1 of the UMSL Charter School Contract, UMSL may revoke this Charter School Contract at any time on any of the following grounds:

- Failure to meet academic, fiscal, learning environment, governance, and operations and organizational compliance performance indicators outlined in the UMSL Charter Schools Office's Performance Framework and UMSL Charter Schools Office's policies;
- Failure to meet generally accepted standards of fiscal management;
- Failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.425 and 167.349 within thirty (30) days following receipt of written notice requesting such information;
- Material or intentional violation of applicable federal or state laws;
- Material or intentional violation of the law or public trust that imperils students or public funds;
- If UMSL determines that continued operation of the charter school presents a clear and immediate threat to the health and safety of the children enrolled therein, (see Provision for Immediate Closure); or
- There is a change in the provisions of Sections 160.400 through 160.425, RSMo which alters or amends the responsibilities and obligations of either the school or UMSL and the parties hereto are unable to agree upon amendments to this UMSL Contract necessary to conform its terms and conditions to said statutory amendments.

Further, revocation is possible as the last step of the Intervention Process, as outlined in *School Intervention, Policy, Processes, and Procedures* found in Standard 6.

Data and factors that inform UMSL's decision to revoke a charter include, but are not limited to:

- UMSL's Annual Review
- Outcomes in relation to the Performance Framework
- Required Document Submissions
- Onsite Visits Throughout the Year
- End of year fund balance
- Fiscal management concerns
- Statutory non-compliance, including but not limited to: teacher certification, improper investment of funds, Special Education corrective action plans
- Health and safety issues

- School APR
- MSIP6 data
- Attendance

### School Revocation Process and Procedures

#### *Notification*

In alignment with 5 CSR 20-100.260.6(I) the UMSL CSO will provide a charter school written notice at least sixty (60) days prior to revoking the charter, as outlined in section 160.405.8(3), RSMo. When possible, the UMSL CSO will provide written notice at least ninety (90) days prior to revoking the UMSL Charter School Contract in accordance with the provisions of Article V of the UMSL Charter School Contract. If UMSL determines that continued operation of the charter school by the school presents a clear and immediate threat to the health and safety of the children enrolled therein, the effective date of such termination shall be the date upon which UMSL renders its final decision to terminate.

UMSL shall notify the school's board of directors in writing of the proposed action and the reasons therefore. Prior to such revocation, and within two (2) weeks after receipt of such notice from UMSL, a school's board of directors may request a hearing.

#### *Hearing*

In alignment with 5 CSR 20-100.260.6(I), if the charter school's board of directors makes a timely written request for such a hearing to the UMSL CSO, the hearing shall be conducted in accordance with the administrative hearing process established by the University of Missouri System and UMSL. To learn more about the process, refer to [Appendix 10: Revocation Hearing Process](#). In short, the hearing process includes:

- A hearing, with oral testimony and written argument before the UMSL Administration, or their designee, will take place within two weeks of the written request from the charter school board, unless both sides agree to a different time.
- Written notice from the UMSL Administration, or their designee, of the final revocation decision shall be provided within two weeks following the hearing.

Section 160.405.8(4), RSMo provides that final decisions of UMSL to revoke the UMSL Charter School Contract prior to the end of the term thereof shall be subject to an appeal to the State Board of Education, which shall determine whether the charter shall be revoked.

If revocation is upheld, a Closure Transition Team, consisting of representation from the UMSL CSO, the charter school board, and the charter school shall be appointed to follow the UMSL CSO Closure Process and Procedures to support a smooth transition for students and staff.

*For more information concerning the school closure process, refer to the UMSL CSO closure policy, processes and procedures.*

#### *Timing*

Except as provided in Section 5.6 of the UMSL Charter School Contract, no termination of

the UMSL Charter School Contract by UMSL shall be effective until the conclusion of the school year in which such decision to terminate is made by UMSL or until the full closure process has been completed .

#### *Provision for Immediate Closure*

Section 5.6 of the UMSL Charter School Contract states that “If UMSL determines that continued operation of the charter school presents a clear and immediate threat to the health and safety of the children enrolled therein, the effective date of such termination shall be the date upon which UMSL renders its final decision to terminate.”

#### *Extension of Contract for Closure*

As indicated in Section 5.5 of the UMSL Charter School Contract, the contract shall extend for up to two years beyond the cessation of academic programs to allow for implementation of UMSL’s Closure Procedures.

### ***Charter Transfer Policy and Process***

#### Introduction: Statutory Limitations

As written, transfer from one charter school sponsor to another is guided only by 5 CSR 20-100.275, which defines transfer as: “a transfer of charter school sponsorship from one (1) sponsor to another prior to the expiration of the current contract.” This only addresses when the school seeks a different sponsor, but not when the sponsor voluntarily relinquishes authority to sponsor schools or when a school is notified of closure or non-renewal by its sponsor.

Therefore, the UMSL CSO has fully defined a process for charter transfer that is in alignment with the intent of 5 CSR 20-100.275 to address the gap between the language of the law and the intentions of the law, in alignment with practices in place prior to the implementation of the law.

#### Charter Transfer Policy

The UMSL CSO implements a transparent and rigorous process and bases transfer decisions on thorough analyses of a comprehensive body of objective evidence. The UMSL Charter Schools Office’s transfer decisions are based on analyses of a charter school’s performance over time in relation to the goals and terms of its Charter Contract, including performance expectations, and Missouri’s pupil academic standards as adopted by the State Board of Education. Transfer decisions are informed by multiple sources:

- The school’s student academic and financial performance over the previous four years;
- The school’s most recent state assessment data on student academic performance, along with that data’s relationship to performance data from previous years;
- Annual Reviews of the school over the previous four years of the charter term;
- The school’s performance compared to schools within the St. Louis Public School District with comparable enrollment and grade level configurations; and

- The quality of the Transfer Application (which mirrors the Renewal Application, found in Appendix 9).

The UMSL CSO only grants renewal to charter schools that have achieved or making appropriate progress toward the performance expectations and corresponding targets stated in their current Charter School Contract, are organizationally and fiscally viable, and have been diligent to applicable law.

The UMSL CSO may assume sponsorship of a charter school currently operating under a contract with another sponsor under the following circumstances:

1. When the school's current sponsor voluntarily relinquishes authority to sponsor schools; or
2. When the school unilaterally seeks a different sponsor.

Any school notified of closure or non-renewal by its sponsor will not be eligible to transfer to the UMSL CSO. The school may submit a new application to be considered for sponsorship.

#### Charter Transfer Process

At the time of transfer, or before agreeing to assume sponsorship, the UMSL CSO or its designee(s) will evaluate each school. The UMSL CSO may contract with external reviewers to evaluate and report on the academic, financial, and operational strength of the school, as well as the governance of the school.

The transfer process is designed to support continuity for the charter school, accurate and timely data submissions, and accurate transmittal of funds due to sponsors.

#### Step 1: Letter of Intent to UMSL CSO

If a sponsor relinquishes their responsibilities for a specific school or its entire portfolio of schools, and the charter school has requested transfer to the UMSL CSO, the sponsor may work with the UMSL CSO on the transfer process.

If prior to the expiration of the contract between the current sponsor and the charter school, the charter school requests a transfer to the UMSL CSO, the process will be guided by 5 CSR 20-100.275.

In both cases, the charter school board will submit to the UMSL CSO a Letter of Intent requesting transfer to the UMSL CSO. Written notice shall include, but not be limited to:

- Rationale for the request
- Timeline (on which date would they transfer?)
- Contact information for the previous sponsor (this will facilitate coordination during the transfer, if it progresses)



If the request for transfer to the UMSL CSO is requested to take place when the school unilaterally seeks a different sponsor (circumstance 2 listed above), the requesting school must also provide:

- Statement from the current sponsor that they have been released from the charter contract (if still under an active contract with a sponsor who has not had the authority to sponsor removed by DESE or the SBOE)
- Evidence that the applicant has solicited input from and notified students in grades 5-12, parents/guardians, and staff of the request to transfer sponsors at least four (4) months prior to approaching other sponsoring institutions related to potential transfer. Feedback will be included in the application for transfer (only if the charter school is unilaterally choosing to transfer sponsors).

### Step 2: Initial Meeting

After receiving the Letter of Intent requesting transfer, the UMSL CSO will meet with the school's Executive Leader and Board President to clarify the decision-making process that determines if the school qualifies for transfer. The UMSL CSO Executive Director will clarify the transfer guidelines and process to be followed for subsequent submissions. When considering a transfer request from another sponsor to the UMSL CSO, the UMSL CSO will utilize a similar process as is used when considering schools for renewal.

### Step 3: Evaluation of Transfer Applicant

The UMSL CSO will begin the evaluation of a transfer applicant with a school visit and review of a Cumulative Performance report that summarizes the charter school's performance record over the charter term in accordance with the performance expectations set forth in the charter contract/performance contract. Such a review will depend on the oversight and reports of the previous sponsor and the Department of Elementary and Secondary Education.

The UMSL CSO will also review Transfer Application (which mirrors the Renewal Application, found in Appendix 9). The Transfer Application shall include the former charter, any amendments, and the school's strategic plan. The UMSL Charter Schools Office staff, its portfolio of consultants, and the UMSL Dean of the College of Education rigorously evaluate each element of the application, assessing the Transfer Application for capacity, competence, and priorities. The Application will also be evaluated for compliance with all provisions of Sections 160.400 through 160.425, RSMo, and any amendments thereto.

### Step 4: UMSL Transfer Decision

Within 30 days of receipt of the Transfer Application, the Executive Director of the UMSL CSO will prepare a recommendation to accept or deny transfer of the school's charter for UMSL's Dean of the College of Education based upon careful analysis of the following:

- The school's student academic and financial performance over the previous four years;
- The school's most recent state assessment data on student academic performance, along with that data's relationship to performance data from previous years;
- Annual Reviews of the school over the previous four years of the charter term;

- The school’s performance compared to schools within the St. Louis Public School District with comparable enrollment and grade level configurations; and
- The quality of the Transfer Application (which mirrors the Renewal Application, found in Appendix 9).

The UMSL CSO Executive Director will meet with the Dean of the UMSL College of Education to review the recommendation after which the Dean for the College of Education will render one of two decisions in writing:

1. **Support Transfer:** The Dean will issue a letter supporting the charter school transfer. Subsequent to this decision, the UMSL Charter Schools Office’s Executive Director will notify the Board President, Executive Leader, and DESE that UMSL agrees to sponsor the transferring charter school.
2. **Deny Renewal:** The Dean will direct the UMSL Charter Schools Office’s Executive Director to notify the charter school formally in writing that the UMSL CSO will not accept transfer of sponsorship of the school. Notification will include the reasons for the decision.

The UMSL CSO will notify DESE within five business days of supporting a transfer request. The UMSL CSO will also notify the current sponsor and begin coordinating the transfer.

#### Step 5: State Board of Education Approval

In alignment with 5 CSR 20-100.275.1(A), a transfer of charter school sponsorship from one (1) sponsor to another prior to the expiration of the current contract, may only occur if approved by the State Board of Education (board).

As outlined in 5 CSR 20-100.275.1(C), all parties, the charter school, and its current sponsor, along with the proposed sponsor, must submit a joint application for transfer to the board for consideration prior to February 1 to be considered for the following school year. The joint application shall include the following components:

- 1) An explanation of why the school is seeking to transfer to another sponsor, including:
  - a) Evidence that the applicant has solicited input from and notified students in grades 5-12, parents/guardians, and staff of the request to transfer sponsors at least four (4) months prior to approaching other sponsoring institutions related to potential transfer. Feedback should be included in the application for transfer.

As outlined in 5 CSR 20-100.275.1(D), the MOSBOE shall only consider approval of charter school requests to transfer to another sponsor if it finds the transfer applicant has submitted evidence of the criteria outlined above. The board maintains its discretion to deny a transfer request if the criteria outlined is not met, and for good cause including, but not limited to:

- 1) Failure to seek input from students, parents/guardians, and staff;
- 2) The transfer is motivated by an adverse review by the department; or
- 3) There is evidence of the current sponsor’s unwillingness to end its contract early.

### Transition Requirements

In alignment with 5 CSR 20-100.275.1(B), all standards and requirements established in the current charter contract shall remain in effect until the scheduled renewal of the charter school, unless the board approves any changes.

- A school meeting expectations may propose amendments to the current contract.
- A school partially meeting expectations must provide the UMSL CSO with specific plans for improvement/turnaround.
- A school not meeting expectations must submit and implement an intervention plan.

Schools with one year or less left on their current contract will be accepted into the UMSL CSO's renewal process, governed by the UMSL CSO's Renewal Policy and Application Process, which will incorporate much of the Transfer Application.

If a charter transfer from UMSL CSO is approved by both the UMSL CSO and the SBOE (only necessary if the transferring charter school is breaking contract with another sponsor), the transition can begin.

As outlined in 5 CSR 20-100.275.2(A), all obligations of the previous charter sponsor shall terminate upon the official date of transfer on June 30, or earlier if approved by all parties.

As outlined in 5 CSR 20-100.275.2(B), the UMSL CSO will be responsible for ensuring that all required documents due after the date of transfer are submitted in a timely fashion, including, but not limited to, the Annual Secretary of the Board Report and Financial Audit.

As outlined in 5 CSR 20-100.275.2(C), within thirty (30) days of transfer, the previous charter sponsor shall provide information relevant to the charter school as requested by the UMSL CSO, including, but not limited to assets, student records, and reports.

## ***School Closure Policy, Process, and Procedures***

### Closure Policy

In alignment with 5 CSR 20-100.260.6(J), the UMSL CSO maintains and implements a clear charter school closure process, including, but not limited to, clear procedures to support orderly transition of student records, archival of business operation, transfer of personnel records, submission of financial reports, resolution of financial obligations, disposition of charter school assets, and a notification plan to inform parents or guardians, among other stakeholders, of the closure action within thirty (30) days of the decision to close, as outlined in section 160.405.1(15), RSMo.

The UMSL CSO understands that closure of a charter school can be very difficult for school stakeholders, particularly students, families, and school staff. The criteria for a decision for closure are outlined in the Renewal and Revocation Policies described previously. If closure of a school is determined necessary for any reason, the UMSL Charter Schools Office will work with the charter school's board of directors and school management to support the orderly closure of the school to protect the best interests of displaced families and staff with a focus on assisting successful transitions for all parties involved.

Whether the result of contract revocation, non-renewal, or by decision of the school Board of Directors, the charter school shall agree to the Closure Procedures outlined in the UMSL Charter Schools Office Handbook: see [Appendix 11: Closure Checklist](#).

As outlined in Section 5.5 of the UMSL Charter School Contract, the closing school's contract shall extend for up to two years beyond the cessation of academic programs to allow for implementation of UMSL's Closure Process and Procedures.

### Closure Process and Procedures

The process for closing the school requires that the UMSL Charter School Contract be extended until the closure process is complete. This allows the UMSL CSO to fulfill its obligations to adequately close the charter school.

The UMSL CSO will implement and oversee a Transition Team dedicated to overseeing the smooth transition of students and staff. Although oversight remains the statutory responsibility of the UMSL CSO, the Transition Team will play a significant role in monitoring the closure process and providing support, as needed. Costs for providing additional staff to support the closure process will be paid by the closing charter school. This Transition Team will ensure that in alignment with 5 CSR 20-100.265, the following actions will take place.

### *Communication*

The Transition Team will closely monitor the charter school's clear, adequate, and timely communication with parents, school staff, the community, and all stakeholder groups regarding the closing of a charter school to ensure students, families, staff, and community have the support needed for student transfer/transition. Such communication must take place within 30 days of notice of closure.

### *Student Records*

The Transition Team will closely monitor the charter school's transfer of all student records in accordance with privacy rules set forth in the Family Educational Rights and Privacy Act (FERPA) and any applicable state record retention schedules/policies/laws, including, but not limited to:

- a) Monitoring the school's review to determine that all student records are complete and located in a secure location;
- b) Monitoring the school's compilation of student records into a format that is electronically transferable;
- c) Monitoring the transfer of student records to other schools as the charter school closes; and
- d) Overseeing the transfer, in a timely manner, of all student-related records for retention and historical accessibility to the local school district as required under the Public School Records Retention Schedule (PSRRS) (section 109.255, RSMo 2000).

### *Business and Personnel Records*

The Transition Team shall monitor the school's efforts regarding all personnel, governance, and financial records that are retained according to the PSRRS.

### *Submission of Final Data and Reports*

The Transition Team shall monitor efforts for the completion of all data and reporting for the closing charter school, including, but not limited to:

- a) Annual Secretary of the Board Report (ASBR) by August 15 of the year of closing;
- b) Final audit submitted before December 31 of the year of closing;
- c) Program evaluation reports and final expenditure reports (FER) submitted for all federal/state programs in which the closing charter school participated;
- d) Submission of core data and the Missouri Student Information System (MOSIS) data; and
- e) Required student testing.

### *Resolution of Financial Obligations*

During the dissolution of an UMSL sponsored charter school, the Transition Team shall coordinate efforts to ensure the meeting of financial obligations associated as required in section 160.415.12, RSMo.

- a) The UMSL CSO is responsible for the oversight of unobligated assets of the charter school. The UMSL CSO contractually requires—
  - i) Quarterly accountability reports on receipts and expenditures;
  - ii) Quarterly bank statements for the closing charter school accounts;
  - iii) Monitoring of all expenditures during and after school closure to ensure such expenditures are essential to the closing process; and
  - iv) An independent audit be conducted for any remaining funds if more than three (3) months lapse from the official closure of the charter school.

- b) If the charter school does not have sufficient funds to close out the year, the UMSL

CSO is responsible for oversight and reporting as required in section 160.405.1(15)(a-f), RSMo.

If UMSL notifies a charter school of closure, the Department of Elementary and Secondary Education shall withhold funding to assure all obligations of the charter school are met. (Section 160.400)

A charter school must satisfy all of its financial obligations within twelve months of a notification of closure as stated in subsection 8 of section 160.405, RSMo. After satisfaction of all its financial obligations, any remaining state and federal funds shall be returned to the Department of Elementary and Secondary Education for disposition as stated in subdivision (17) of subsection 1 of section 160.405.

#### *Disposition of Assets*

Distribution of materials and equipment purchased with *state funds* will be determined by the charter school's plan/policy for disposition of assets. The Transition Team will closely monitor the reallocation of equipment and materials from a closed charter school to reasonably assure the equipment and materials follow the students to their new school. Any remaining, unobligated state-funded assets of the school shall be returned to the Department of Elementary and Secondary Education for their disposition.

For equipment and or materials exceeding a total value of five thousand dollars (\$5,000) purchased with *federal funds* and in accordance with federal guidelines, the Transition Team shall verify that—

- a) A physical verification that federally purchased equipment or electronic items is conducted;
- b) An inventory of available items is sent to all local educational agencies (LEAs) and the district within the physical boundaries of the public school district within sixty (60) days of the school closure;
- c) An opportunity for LEAs/districts interested in acquiring inventory items to send a written request for equipment or materials to the school and sponsor; and
- d) Distribution of equipment or materials is based on—
  - i) Any equipment and material required for an Individual Education Plan (IEP) for a student with disabilities must follow the student to his/her new public school;
  - ii) All equipment and materials purchased with federal IDEA Part B funds must be sent to a public special education program for use by students with disabilities;
  - iii) All materials/equipment purchased with specific funding sources (Perkins, Title I, discretionary grants) must be sent to other LEAs participating in those programs;
  - iv) The percentage of students transferring from the closed charter to the requesting LEAs/district; or
  - v) By lottery.

Any remaining *other assets*, including those acquired through donations, gifts, or grants; or other sources, shall be disposed of upon dissolution of the school's board in accordance with the articles of incorporation of the school and the Missouri Nonprofit Corporation Act.



***Statutory Requirements – Standard 6: Intervention, Renewal, Replication, Expansion, Revocation, Transfer and Closure:***

The following statutes and codes form the basis of UMSL’s responsibilities related to intervention, renewal, replication, expansion, revocation and closure:

**RSMo\_160.400.11(5) and 160.405.9:** UMSL’s renewal process for its charter schools shall be based on the thorough analysis of a comprehensive body of objective evidence based on a number of specific student performance, fiscal, and compliance criteria.

**RSMo\_160.400.16(6), 160.405.1(15), 160.405.1(17) and 160.415.12:** UMSL will develop policies and procedures to be implemented if a charter school should close.

**RSMo\_160.405.8:** UMSL shall have policies and processes in place related to school intervention and revocation of the charter based on performance deficiencies.

**RSMo\_160.408:** UMSL will follow requirements for decisions related to revocation and expedited expansion and/or replication.

**5\_CSR\_20-100.260 (6):** This section of the Code of State Regulations pertaining to Standards for Charter Sponsorship details the sponsor’s responsibilities related to the intervention, renewal, revocation and closure.

**5\_CSR\_20-100.265:** This section of the Code of State Regulations details the sponsor’s responsibilities related to developing processes and procedures for closure.



## UMSL - Specific Policies/Compliance Requirements

In addition to all requirements, policies, processes, and procedures thus far defined and communicated within this Handbook, the UMSL CSO requires/reiterates compliance with the following:

- The school shall be nonsectarian in its programs, its admissions policies, its employment practices, and all other aspects of its operations.
- The school shall comply with all laws and regulations of the state relating to health, safety and minimum educational standards, academic assessment, transmittal of student records, minimum school days and hours.
- The school's Board of Directors will participate in board training on an annual basis as described [HERE](#).
- There shall be at least two board members who are authorized signers on all bank accounts
- As outlined in Section 3.1 of the UMSL Charter School Contract, the school's governing board is responsible for ensuring compliance with the Charter School Contract, including compliance with the school's bylaws, UMSL Charter Schools Office policies (contained in this Charter Schools Office Handbook), and sections 160.400 to 160.425, RSMo., and any other applicable state and federal laws or regulations. This includes, but is not limited to, criminal background checks for employees and contractors, teacher certification, student health and welfare, and nondiscrimination in the school's operations.
- As outlined in Section 3.2 of the UMSL Charter School Contract, the school's governing board shall ensure rigorous contract oversight and the school's financial independence from any third-party contractor providing educational management or other services. The Charter School Contract shall replace and supersede all other agreements, documents, outlines, memos, notes or other written documents by and between the school and any third-party contractor providing educational management or other services.
- As a charter school, the school shall be eligible to receive state school aid and other funding to the extent provided in Section 160.415, RSMO and shall comply with all provisions of law set forth therein and all provisions of law incorporated by reference therein.
- The school may not charge tuition or fees that a school district is prohibited from imposing.
- As a charter school, the school may employ non-certificated instructional personnel; provided, however, that no more than twenty (20) percent of the full-time equivalent instructional staff positions at the charter school are filled by non-certificated personnel and provided further that all non-certificated instructional personnel shall be supervised by certificated instructional personnel.
- The school shall ensure that all instructional employees of the charter school have experience, training and skills appropriate to the instructional duties of the employee and shall ensure that a criminal background check and child abuse registry check are conducted for each employee of the charter school prior to the hiring of the employee. Appropriate experience, training and skills of non-

certificated instructional personnel shall be determined by considering the following:

- Teaching certificates issued by another state or states;
  - Certification by the National Standards Board;
  - College degrees in the appropriate field;
  - Evidence of technical training and competence when such is appropriate; and
  - Level of supervision and coordination with certificated instructional staff.
- The school shall ensure that all records are maintained in accordance with the General Records Retention Schedule (<https://www.sos.mo.gov/CMSImages/LocalRecords/General.pdf>) and Public School Records Retention Schedule (<http://www.sos.mo.gov/cmsimages/localrecords/publicschool.pdf>).
    - UMSL requires that these records are digitized and maintained as easily transferrable files: student records and personnel records, especially.



**Charter Schools Office  
Handbook  
of Policies and Procedures**

**Appendices**

**Revised January 2024**

**Appendix 1: Standards for Charter Sponsorship, Closure, and Transfer**



**DIVISION 20 – DIVISION OF LEARNING SERVICES**

**5 CSR 20-100 – DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

B. The IEP team or Section 504 committee of the student is responsible for making the determination that registering a student with an IEP or a Section 504 plan in a MOCAP course is in the educational best interest of the student and will confer a Free Appropriate Public Education (FAPE).

C. If the IEP team or the Section 504 committee determine that a student's enrollment in MOCAP is appropriate, then the IEP or Section 504 plan may be revised to include the services, aids, supports, accommodations, and modifications that will be required in order for the IEP or Section 504 plan to be reasonably calculated to confer educational benefit to the student.

D. If an IEP team or a Section 504 committee determines that a student should be taking MOCAP courses, the LEA shall send the MOCAP provider a description of the accommodations and modifications contained in the IEP or Section 504 plan. The LEA and provider(s) must work closely together to develop and implement a monitoring protocol or process to ensure that the provider is implementing the accommodations and modifications as written in the IEP or Section 504 plan. This will include participation in IEP team or Section 504 committee meetings by the provider's teacher, as necessary.

E. If a provider fails to implement accommodations and modifications, the IEP team or the Section 504 committee may reconsider approval for the student taking virtual courses at any time.

F. The LEA (through the IEP team or the Section 504 committee) may initially, or after reevaluation, determine that based upon a student's unique needs, an online program is not appropriate to confer FAPE, even with the provision of appropriate and individualized accommodations, modifications, aids, or services. Such a determination is subject to the parents'/guardians' rights and procedural safeguards under IDEA and Section 504, respectively.

G. The LEA shall provide to MOCAP the reasons for any determination by an IEP team or a Section 504 committee to discontinue any online program for a student enrolled in MOCAP, when it is related to failure on the part of the provider to provide the required accommodations and modifications.

(B) Providers.

1. Providers shall furnish LEAs, parents or guardians, and students with policies on academic integrity, internet etiquette, plagiarism, and privacy before the beginning of each course. These policies must be emailed to the LEAs, parents/guardians or guardians, and students. The provider must post copies of all academic integrity, internet etiquette, and privacy information on the provider's website before providing courseware or services to any student.

2. Providers will treat all student personally identifiable information, as that term is defined in 34 CFR, section 99.3, as confidential, whether or not the student has been officially enrolled in the provider's program. Providers will notify the department, any impacted LEAs, and its affiliates and subcontractors, if applicable, in the event of a data breach relating to student personally identifiable information, within twenty-four (24) hours, and will follow all applicable state and federal law with respect to required parent/guardian and student notifications.

3. Student-teacher ratios shall not exceed the recommended MSIP classroom size guidelines for seated instruction set forth in 5 CSR 20-100.125. Within five (5) business days after receiving a student-teacher ratio request from the department, the course provider shall provide proof this requirement is being met.

4. Prior to adding a teacher or changing a teacher's course

assignment during a semester, the provider shall communicate with the department to ensure certification requirements are met.

5. Special Education/Section 504 Requirements.

A. Providers must –

(I) Sign and return the accommodations and modifications checklist to the department;

(II) Work closely with the LEA to develop and implement a monitoring protocol or process to ensure that the accommodations and modifications are being implemented by the provider as written in the IEP or Section 504 plan. This will include participation in IEP team or Section 504 committee meetings by the provider's teacher, as necessary; and

(III) Work with the LEA staff to ensure that a student's IEP goals are being met and/or that a student has the required accommodations and modifications.

*AUTHORITY: section 161.092, RSMo 2016, and section 161.670, RSMo Supp. 2020. \* This rule previously filed as 5 CSR 50-500.010. Original rule filed Sept. 12, 2007, effective March 30, 2008. Moved to 5 CSR 20-100.230, effective Aug. 16, 2011. Amended: Filed Jan. 15, 2019, effective Aug. 30, 2019. Amended: Filed June 12, 2020, effective Jan. 30, 2021. Amended: Filed Dec. 14, 2020, effective July 30, 2021.*

*\*Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014 and 161.670, RSMo 2006, amended 2018.*

**5 CSR 20-100.250 Charter Schools**  
(Rescinded March 30, 2021)

*AUTHORITY: sections 160.400 and 161.092, RSMo Supp. 2011, and section 2(A) of Art. IX, Mo. Const. Original rule filed Jan. 24, 2012, effective Aug. 30, 2012. Rescinded: Filed Aug. 26, 2020, effective March 30, 2021.*

**5 CSR 20-100.255 Missouri School Improvement Program–5 Resource and Process Standards and Indicators**  
(Rescinded January 30, 2024)

*AUTHORITY: sections 160.514, 160.526, and 167.131, RSMo 2000, and sections 160.518, 161.092, 162.081, and 168.081, RSMo Supp. 2012. Original rule filed Sept. 20, 2012, effective Jan. 22, 2015. Rescinded: Filed June 7, 2023, effective Jan. 30, 2024.*

**5 CSR 20-100.260 Standards for Charter Sponsorship**

*PURPOSE: This rule establishes the standards and indicators for charter sponsorship as required by the Missouri Department of Elementary and Secondary Education. These standards serve as the foundation for the sponsor application process as required by section 160.403, RSMo, and the evaluation process for sponsors required in section 160.400.17(1), RSMo.*

(1) Standard 1 – Sponsor Commitment and Capacity. The sponsor believes that chartering is a means to provide children with access to quality public schools that meet identified needs. The sponsor creates organizational systems and structures to fulfill its sponsorship duties and commits human and financial resources necessary to conduct its sponsoring duties effectively and efficiently. The sponsor shall –

(A) Ensure that all sponsorship staff and members of the



sponsor’s decision-making body understand and are committed to supporting and advancing the purposes of Missouri’s charter school law and quality sponsorship practices;

(B) Engage in the sponsorship of charter schools according to the provisions and stipulations of section 160.400.2-5, RSMo, which address the types of entities that may sponsor charter schools and under what conditions;

(C) Employ, contract for, or otherwise provide personnel at a staffing level appropriate and sufficient to carry out its sponsorship duties, which require expertise that includes, but is not limited to, education leadership, curriculum, instruction, assessment, special education, federal programs, performance accountability, data analysis, law, finance, and nonprofit governance;

(D) Provide or provide access to professional development opportunities for staff to achieve and maintain high standards of professional sponsoring practice and to promote continuous improvement;

(E) Retain records showing that all individuals conducting sponsorship work, including any individual who has contact with students, complete a criminal background check and Missouri’s Family Care Safety Registry (FCSR) check as outlined in section 168.133.1, RSMo;

(F) Ensure that sponsor staff and members of the sponsor’s decision-making body comply with the charter school office’s or the sponsor’s conflict of interest policy with respect to the charter schools it sponsors;

(G) Regularly evaluate its work against Missouri’s charter school law and these standards, and develop and implement timely plans for improvement when it falls short;

(H) Provide an annual report to the joint committee on education, as outlined in section 160.400.12, RSMo, that includes sufficient data and information to demonstrate that the sponsor is in material compliance with sections 160.400 to 160.425, RSMo, and section 167.349, RSMo; and

(I) Annually submit, on the form provided by the Department of Elementary and Secondary Education (department), documentation showing that ninety percent (90%) of state funds expended during said fiscal year, are expended for sponsoring in support of the sponsor’s charter school sponsorship program or as a direct investment in the sponsored schools, in accordance with section 160.400.11, RSMo.

(2) Standard 2 – Application Process and Decision Making. The sponsor 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. The sponsor shall –

(A) Implement a thorough charter application process as outlined in section 160.400.11(2), RSMo, and according to the timeline outlined in section 160.405.2(1)-(4), RSMo, without requiring any fee from the applicant in accordance with section 160.400.6, RSMo;

(B) Develop and make readily available a charter application that –

1. Includes comprehensive questions to elicit the information needed for a rigorous evaluation of the applicant’s plans and capacity in accordance with the requirements stated in section 160.405.1(1)-(17), RSMo;

2. Clearly articulates any chartering priorities the sponsor may have established, including the priority to serve high-risk students in accordance with section 160.405.2(5), RSMo; and

3. Includes clear criteria for the evaluation of charter

applications;

(C) Differentiate or supplement application requirements and corresponding evaluation criteria for applicants who currently oversee or manage charter schools in Missouri or other states;

(D) For applicants that are existing school operators, ensure that the application requires –

1. Specific information about the existing operator’s prior academic achievement, particularly if the applicant has operated or is operating schools in Missouri, and successful management of nonacademic school functions, including financial and organizational performance, in accordance with section 160.415.7, RSMo;

2. An explanation of any never-opened, terminated, or non-renewed charter schools (including terminated or non-renewed third-party contracts to operate charter schools) within the last five (5) years and other such requirements as outlined in section 160.415.7, RSMo;

3. A description of the existing school operator’s proposed growth plan; and

4. The operator’s most recent financial audits;

(E) For applicants that intend to contract with an education service provider for substantial educational or charter school management services, ensure that the application requires –

1. A draft of the proposed management services agreement that sets forth proposed key terms, including roles and responsibilities of the charter school governing board, the charter school staff, and the service provider; the services to be provided; the measures by which the charter school governing board will evaluate the service provider; a detailed explanation of compensation to be paid to the service provider; financial controls and oversight; methods of contract oversight and enforcement; and conditions for contract renewal and termination; and

2. 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;

(F) Engage teams of qualified application evaluators with relevant educational, organizational (governance and management), financial, and legal expertise to review and evaluate the charter application according to the established evaluation criteria;

(G) Provide orientation or training to application evaluators to ensure consistency in the application of the approval criteria;

(H) Conduct an in-person interview with each qualified applicant to examine the applicant’s experience and capacity, and conduct due diligence to examine the applicant’s experience, capacity, and track record of performance;

(I) Advise charter applicants of the meaning of local education agency (LEA) status as it concerns the operation of the charter school as outlined in section 160.415.4, RSMo;

(J) Grant charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, with particular consideration to any available information about schools previously operated in Missouri, if applicable, and consistent with the published application evaluation criteria, in accordance with sections 160.400.11(2) and 160.405.2(2), RSMo;

(K) Promptly notify applicants of approval or denial and, if the charter is denied, notify the applicant in writing explaining the factors that determined the decision in accordance with section 160.405.2(3), RSMo; and

(L) Submit an electronic copy of each approved charter.



accompanied by a statement finding that the application meets the statutory requirements and the monitoring plan under which the sponsor will evaluate the academic performance of the charter school, to the department for review by November 10th (or the next business day if November 10th falls on a Saturday or Sunday) of the year prior to the proposed opening date of the charter school as outlined in and in accordance with section 160.405.3, RSMo.

(3) Standard 3 – Charter Contract. Charter contract is defined as a document, executed by the sponsor and the school, which is separate from the charter application that clearly articulates the rights and responsibilities of each party regarding charter school autonomy, expected outcomes, measures for evaluating success or failure, performance consequences based on the annual performance report, and other material terms. In accordance with section 160.400.11(3), RSMo, the sponsor executes a charter contract with each charter school that articulates the rights and responsibilities of each party regarding: school autonomy, funding, administration and oversight, outcomes, the measures for evaluating success or failure, performance consequences, and other material terms. The sponsor shall –

(A) Execute a charter contract with each approved charter school, which must be organized as a Missouri nonprofit corporation, for an initial term of five (5) years, which may be renewed, in accordance with section 160.405.1(9), RSMo. The charter contract shall define –

1. The standards for intervention, probation, renewal, non-renewal, and revocation while also establishing the consequences for not meeting those standards, in accordance with sections 160.405.8 and 160.405.9(2)–(3) RSMo;

2. A set of reasonable pre-opening requirements or conditions for a new charter school to open to ensure that it meets all health, safety, and other legal requirements prior to opening; and

3. A process that charter schools and sponsors must follow, in accordance with section 160.405.6, RSMo, to amend charter contracts and the types of material modifications that require sponsor approval. The sponsor shall submit any such approved amendments to the department within thirty (30) days of approval;

(B) Include in said charter contract or incorporate by reference clearly defined performance expectations for the term of the contract, the sources of data to evaluate charter school performance against these expectations, and the targets that the charter school must meet to earn renewal in the following areas:

1. Pupil academic standards for all students and significant student subgroups within each charter school, aligned to standards adopted by the State Board of Education, as outlined in and in accordance with sections 160.405.1(7), 160.405.4(6), and 160.405.9(2)(a), RSMo;

2. Financial performance expectations, which measure both near-term and long-term financial health, including, but not limited to, those outlined in section 160.405.9(2)(b), RSMo; and

3. Organizational performance expectations, including, but not limited to, compliance with all governance-related laws, the fulfillment of all state and federal requirements regarding fair and appropriate service to students with disabilities, and the maintenance of a safe and operationally sound facility, as outlined in sections 160.405.4 and 160.405.11–14, RSMo;

(C) If a charter school is planning to contract with an

education service provider for substantial educational or school management services, ensure that the charter contract clearly establishes the primacy of the charter contract over the management services contract; and

(D) To the extent the sponsor, outside of the charter school office, is providing any fee-based services to its charter schools, clearly state in writing, in the charter contract or elsewhere, that such services are not, nor ever will be, a condition of sponsorship.

(4) Standard 4 – Ongoing Oversight and Evaluation. The sponsor conducts charter school oversight that evaluates charter school performance; monitors charter school compliance with both federal and state statutes and regulations; ensures charter school autonomy; protects student rights; informs charter school intervention, probation, revocation, and renewal decisions; and provides annual public reports on charter school performance. The sponsor shall –

(A) Implement a comprehensive performance accountability and compliance monitoring system that –

1. Is defined in the charter contract;

2. Provides the sponsor with the information necessary to make thorough and evidence-based intervention, probation, renewal, non-renewal, and revocation decisions; and

3. Effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting charter school autonomy and minimizing charter school administrative and reporting burdens;

(B) Define and communicate this performance accountability and compliance monitoring system to charter schools, including the process, methods, and timing of gathering and reporting charter school performance and compliance data;

(C) Visit each charter school as appropriate and necessary for collecting data that cannot otherwise be obtained and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect charter school autonomy and avoids operational interference;

(D) Communicate regularly with charter schools, as needed, including both school leaders and governing boards, and provide timely notice of contract violations, performance deficiencies, and mandated interventions, including probationary status, as outlined in section 160.405.8, RSMo;

(E) In accordance with section 160.405.7, RSMo, evaluate and publish on the sponsor's website an annual performance report for each charter school, which shall include an analysis of each charter school's performance and progress toward meeting the expectations and targets stated in the charter contract, including subgroup performance and essential compliance requirements, and clearly communicate evaluation results to the charter school's governing board and leadership;

(F) Refrain from directing charter school decisions or choices that are appropriately within a school's purview under the charter law or contract;

(G) Monitor compliance with all state and federal requirements and guidelines regarding services to students, including, but not limited to, special education; all title programs; career and technical education; food service; and services for foster, homeless, immigrant, and English language learner students;

(H) Monitor compliance with specific state public education requirements that apply to charter schools, including, but not limited to –

1. Requirements relating to student discipline as outlined in sections 160.261, 167161, 167164, and 167171, RSMo;

2. Notification of criminal conduct to law enforcement



authorities as outlined in sections 167.115-117, RSMo;

3. Academic assessment of pupils, including that all eligible students participate in the Missouri Assessment Program (MAP), as outlined in section 160.518, RSMo;

4. Transmittal of charter school records to a requesting school official as outlined in section 167.020, RSMo;

5. Provision of the minimum amount of school time required as outlined in section 171.031, RSMo;

6. For charter school employees and board members, timely completion of criminal history background checks and the family care safety registry checks as outlined in section 168.133, RSMo;

7. Maintenance of policies consistent with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) guidelines to the extent they are applicable;

8. Certification of staff and participation in the appropriate employee retirement system as outlined in section 160.420, RSMo; and

9. Provision of education and services to students with disabilities, as outlined in sections 162.670 and 162.710, RSMo, the Individuals with Disabilities Education Act (20 U.S.C. Section 1400) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794) or successor legislation;

(I) Verify that charter schools admit students through a non-discriminatory process that grants admission to resident and non-resident students eligible to attend through an urban voluntary transfer program or from an unaccredited school district, as outlined in sections 160.410.1 and 160.410.3, RSMo;

(J) Monitor the admission process of any charter school where capacity is insufficient to enroll all students who submit a timely application, to ensure that the process complies with the terms outlined in section 160.410.2, RSMo;

(K) Monitor the charter school board's compliance with various governance-related laws, including, but not limited to –

1. Retention of necessary board records as required by the general record retention schedule and the public school record retention schedule as outlined in section 109.255, RSMo;

2. Submission of financial interest statements annually as outlined in sections 105.483, 105.485, and 105.492, RSMo;

3. Maintenance of conflict of interest policies and procedures to address prohibited conflicts as outlined in section 160.400.15, RSMo;

4. Maintenance of a policy to promptly address parent or guardian grievances, as outlined in section 160.405.1(13), RSMo; and

5. Conduct of board and committee business in a manner outlined in the Missouri Sunshine Laws, sections 610.010-610.030, RSMo; and

(L) Ensure that charter school board members are aware of and have access to professional development or training opportunities to perform and fulfill the duties of a charter school board member.

(5) Standard 5 – Fiscal Oversight. The sponsor monitors the charter school's financial performance and compliance with fiduciary provisions in statute. The sponsor shall –

(A) Collect and review annual financial audits of charter schools, conducted by a qualified independent auditor as outlined in section 160.405.4(4), and verify that the annual audit summary is published as outlined in section 165.121.5, RSMo;

(B) Monitor that charter schools' utilization of the coding procedures prescribed in the Missouri Financial Accounting

Manual as outlined in section 160.4051(10), RSMo;

(C) Monitor that the charter's governing board has adopted adequate financial controls to assure that revenues received for operation of the charter school are expended for expenses related to the operation of the charter school, including, but not limited to –

1. Procedures for the charter board to review the monthly check register, as needed, and clarify what level of expenditure necessitates board review and signature on a specific check;

2. Establishment of a bank account, in which state funds are deposited, that is under the control of the charter board; and

3. If the charter contracts with an education service provider for substantial educational or school management services, establishment of a process to ensure that payments to the service provider receive prior approval of the governing board or its designee, as outlined in section 160.415.7(6), RSMo;

(D) Evaluate each charter school's financial performance against the expectations and targets stated in the charter contract and, by October 1st of each year, identify any charter schools that are financially stressed, as outlined in section 160.417.1, RSMo, and as defined by section 160.417.2, RSMo;

(E) By November 1st of each year, notify the governing board of any charter school that is identified as financially stressed, and review and approve a budget and education plan developed by the charter school, within forty-five (45) calendar days of such notification, on forms provided by the sponsor. In addition to the requirements outlined in section 160.417.3, RSMo, the budget and education plan must clearly outline the basis for such identification, the steps the charter school will take to remedy the financial stress, responsible individuals, corresponding deadlines and timeframes, the outcomes that the charter school must achieve to exit this designation, and the steps that the sponsor may take, including revocation, if the charter school does not appropriately remedy the financial stress by March 1st of the current school year. The sponsor may also place any school identified as financially stressed on probation in accordance with section 160.405.8, RSMo. The department may withhold any payment of financial aid due to the charter school until the charter school and sponsor have fully complied with this requirement, as outlined in section 160.417.5, RSMo;

(F) To the extent necessary, cooperate with the department in its monitoring of charter schools' fiscal management of federal grant programs, and consider any findings by the department with respect to said fiscal management in sponsor's decision making; and

(G) Ensure that charter schools submit the Annual Secretary of the Board Report (ASBR) and an annual independent financial audit to the department in the timeframe outlined by Missouri statute and verify that no conflict of interest exists between the financial auditor and the person or persons who prepared the ASBR as outlined in 160.417 and 162.821, RSMo.

(6) Standard 6 – Renewal, Replication, Expansion, Revocation, and Closure Decision Making. The sponsor implements a transparent and rigorous process that uses comprehensive academic, financial, and organizational performance data to make decisions about renewal, replication, expansion, revocation, and closure. The sponsor shall –

(A) Base the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the charter contract consistent with section 160.405.9(2)-(3), RSMo;

(B) Provide each charter school, in advance of the renewal



decision, a cumulative performance report that summarizes the charter school’s performance record over the charter term in accordance with the performance expectations set forth in the charter contract, and states the sponsor’s summative findings concerning charter school performance and its prospects for renewal;

(C) Grant renewal to charter schools that have achieved the performance expectations and corresponding targets stated in the charter contract, are organizationally and fiscally viable, and have been diligent to the terms of the contract and applicable law, consistent with sections 160.40011(5) and 160.405.9(2)-(3), RSMo;

(D) To the extent the charter school qualifies for an expedited renewal process, as defined by section 160.405.9(2)(d), the sponsor shall implement a streamlined renewal process, which decreases the burden on the charter school (i.e. fewer application requirements, a more targeted document request, or a shorter renewal site visit) and the amount of time between submission of the renewal application and the sponsor’s decision;

(E) Promptly notify in writing each charter school of the sponsor’s renewal or non-renewal decision, including explanation of the reasons for the decision;

(F) In accordance with section 160.408, RSMo, provide “high-quality charter schools,” as defined by section 160.408, RSMo, with opportunities for expedited replication and expansion;

(G) Base decisions to approve additional charter school sites or to expand grade levels on thorough analyses of a comprehensive body of objective evidence defined by the charter contract;

(H) Revoke a charter during the charter term if there is clear evidence of underperformance or violation of law or the public trust that imperils students or public funds as outlined in section 160.405.8, RSMo;

(I) In the event of a revocation, provide charter schools written notice at least sixty (60) days prior to revoking the charter, as outlined in section 160.405.8(3), RSMo, and establish clear procedures to conduct an administrative hearing regarding the potential charter revocation, as outlined in section 160.405.8(4), RSMo; and

(J) Maintain and implement a clear charter school closure process, including, but not limited to, clear procedures to ensure orderly transition of student records, archival of business operation, transfer of personnel records, submission of financial reports, resolution of financial obligations, disposition of charter school assets, and a notification plan to inform parents or guardians, among other stakeholders, of the closure action within thirty (30) days of the decision to close, as outlined in section 160.4051(15), RSMo.

*AUTHORITY: sections 160.400–160.425, RSMo 2016 and RSMo Supp. 2018, and section 161.092, RSMo 2016.\* Original rule filed Dec. 3, 2012, effective June 30, 2013. Amended: Filed Dec. 8, 2016, effective July 30, 2017. Amended: Filed Nov. 29, 2018, effective June 30, 2019.*

*\*Original authority: 160.400, RSMo 1998, amended 2005, 2009, 2012, 2016; 160.403, RSMo 2012, amended 2016; 160.405, RSMo 1998, amended 2005, 2009, 2012, 2016; 160.408, RSMo 2016; 160.410, RSMo 1998, amended 2005, 2009, 2012, 2016, 2018; 160.415, RSMo 1998, amended 1999, 2005, 2012, 2016; 160.417, RSMo 2012, amended 2016; 160.420, RSMo 1998, amended 2001, 2005, 2012; 160.425, RSMo 2012, and 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013, 2014.*

**5 CSR 20-100.265 Charter School Closure**

*PURPOSE: This rule establishes processes and procedures for*

*charter school sponsors to close a charter school as required by the Missouri Department of Elementary and Secondary Education. These processes and procedures serve as a foundation for closures as authorized by sections 160.400.16(6) and 160.405.15, RSMo Supp. 2013.*

(1) Communication. The charter school sponsor (sponsor) will closely monitor the charter school’s clear, adequate, and timely communication with parents, school staff, the community, and all stakeholder groups regarding the closing of a charter school to ensure that students, families, staff, and community have the support needed for student transfer/transition.

(2) Student Records. The sponsor will closely monitor the charter school’s transfer of all student records in accordance with privacy rules set forth in the Family Educational Rights and Privacy Act (FERPA) and any applicable state record retention schedules/policies/laws, including, but not limited to:

(A) Conducting a review to determine that all student records are complete and located in a secure location;

(B) Compiling student records into a format that is electronically transferable;

(C) Providing staff for purposes of transferring student records to other schools as the charter school closes; and

(D) Transferring, in a timely manner, all student-related records for retention and historical accessibility to the local school district as required under the Public School Records Retention Schedule (PSRRS) (section 109.255, RSMo 2000).

(3) Business and Personnel Records. The sponsor shall coordinate efforts regarding all personnel, governance, and financial records that are retained according to the PSRRS.

(4) Submission of Final Data and Reports. The sponsor shall coordinate efforts for the completion of all data and reporting for the closing charter school, including, but not limited to:

(A) Annual Secretary of the Board Report (ASBR) by August 15 of the year of closing;

(B) Final audit submitted before December 31 of the year of closing;

(C) Program evaluation reports and final expenditure reports (FER) submitted for all federal/state programs in which the closing charter school participated;

(D) Submission of core data and the Missouri Student Information System (MOISIS) data; and

(E) Required student testing.

(5) Resolution of Financial Obligations. During the dissolution of a charter school, the sponsor shall coordinate efforts to ensure the meeting of financial obligations associated as required in section 160.415.12, RSMo.

(A) The sponsor is responsible for the oversight of unobligated assets of the charter school. The sponsor contractually requires –

1. Quarterly accountability reports on receipts and expenditures;

2. Quarterly bank statements for the closing charter school accounts;

3. Monitoring of all expenditures during and after school closure to ensure such expenditures are essential to the closing process; and

4. An independent audit be conducted for any remaining funds if more than three (3) months lapse from the official closure of the charter school.

(B) If the charter school does not have sufficient funds to





close out the year, the sponsor is responsible for oversight and reporting as required in section 160.405.1(15)(a-f), RSMo.

(6) Disposition of Assets. Distribution of materials and equipment purchased with state funds will be determined by the charter school's plan/policy for disposition of assets. The sponsor will closely monitor the reallocation of equipment and materials from a closed charter school to reasonably assure the equipment and materials follow the students to their new school. For equipment and or materials exceeding a total value of five thousand dollars (\$5,000) purchased with federal funds and in accordance with federal guidelines, the sponsor shall verify that –

(A) A physical verification that federally purchased equipment or electronic items is conducted;

(B) An inventory of available items is sent to all local educational agencies (LEAs) and the district within the physical boundaries of the public school district within sixty (60) days of the school closure;

(C) An opportunity for LEAs/districts interested in acquiring inventory items to send a written request for equipment or materials to the school and sponsor; and

(D) Distribution of equipment or materials is based on –

1. Any equipment and material required for an Individual Education Plan (IEP) for a student with disabilities must follow the student to higher new public school;

2. All equipment and materials purchased with federal IDEA Part B funds must be sent to a public special education program for use by students with disabilities;

3. All materials/equipment purchased with specific funding sources (Perkins, Title I, discretionary grants) must be sent to other LEAs participating in those programs;

4. The percentage of students transferring from the closed charter to the requesting LEAs/district; or

5. By lottery.

*AUTHORITY: sections 160.400–160.425 and 161.092, RSMo Supp. 2013.\* Original rule filed Sept. 27, 2013, effective May 30, 2014.*

*\*Original authority: 160.400–160.425, RSMo, see Revised Statutes of Missouri Supp. 2012 and 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013.*

**5 CSR 20-100.270 Charter Sponsorship Inflation Adjustment**

*PURPOSE: This rule establishes the method of adjustment for inflation for charter sponsorship payment as required by the Department of Elementary and Secondary Education (department). The inflation adjustment serves to keep current the funding by the sponsor oversight for sponsors remaining in good standing by fulfilling the obligations under sections 160.400 to 160.425, 161.092, and 167.349, RSMo.*

(1) Section 160.400.11, RSMo, requires that the expenses of charter school sponsorship shall be defrayed by the department retaining one and five-tenths percent (1.5%) of the amount of state and local funding allocated to a charter school, not to exceed one hundred twenty-five thousand dollars (\$125,000), adjusted for inflation.

(2) Beginning with the 2016-17 school year, the Consumer Price Index (CPI) will be used to calculate the inflation adjustment for only those charter sponsors that have reached the maximum one hundred twenty-five thousand dollars (\$125,000). The department will calculate the rate of inflation to be applied to

the one hundred twenty-five thousand dollar (\$125,000) limit as follows:

(A) The base for the calculation is the December 2006 CPI as calculated by the U.S. Bureau of Labor Statistics;

(B) The CPI for December 2006 will be divided into the CPI as calculated by the U.S. Bureau of Labor Statistics for the December immediately preceding the beginning of the current fiscal year; and

(C) The quotient derived will be multiplied by one hundred twenty-five thousand dollars (\$125,000) and the result will be the maximum payment to sponsors for the current year.

*AUTHORITY: sections 160.400 to 160.425 and 167.349, RSMo Supp. 2013, and section 161.092, RSMo Supp. 2014. Original rule filed Dec. 9, 2015, effective July 30, 2016.*

*\*Original authority: 160.400–160.425, RSMo, see Revised Statutes of Missouri Supp. 2012 and 161.092, RSMo 1963, amended 1973, 2002, 2003, 2013.*

**5 CSR 20-100.275 Transfer of Charter Sponsorship**

*PURPOSE: This rule establishes requirements and procedures for transfer of sponsorship for charter schools prior to the expiration of a contract between a charter and its sponsor. This transfer process is designed to ensure continuity of support for the charter school, accurate and timely data submissions, and accurate transmittal of funds due to sponsors.*

(1) Transfer Requirements and Application.

(A) A transfer of charter school sponsorship from one (1) sponsor to another prior to the expiration of the current contract, may only occur if approved by the State Board of Education (board).

(B) All standards and requirements established in the current charter contract shall remain in effect until the scheduled renewal of the charter school, unless the board approves any changes.

(C) All parties, the charter school, and its current sponsor, along with the proposed sponsor, must submit a joint application for transfer to the board for consideration prior to February 1 to be considered for the following school year. The joint application shall include the following components:

1. An explanation of why the school is seeking to transfer to another sponsor, including:

A. Evidence that the applicant has solicited input from and notified students in grades 5-12, parents/guardians, and staff of the request to transfer sponsors at least four (4) months prior to approaching other sponsoring institutions related to potential transfer. Feedback should be included in application for transfer.

(D) The board shall only consider approval of charter school requests to transfer to another sponsor if it finds the transfer applicant has submitted evidence of the criteria outlined in subsection (1)(C), above. The board maintains its discretion to deny a transfer request if the criteria outlined in subsection (1) (C), above, is not met, and for good cause including, but not limited to:

1. Failure to seek input from students, parents/guardians, and staff;

2. The transfer is motivated by an adverse review by the department; or

3. There is evidence of the current sponsor's unwillingness to end its contract early.



**(2) Transition Requirements.**

(A) All obligations of the previous charter sponsor shall terminate upon the official date of transfer on June 30.

(B) The receiving sponsor will be responsible for ensuring that all required documents due after the date of transfer are submitted in a timely fashion, including, but not limited to, the Annual Secretary of the Board Report and Financial Audit.

(C) Within thirty (30) days of transfer, the prior charter sponsor shall provide information relevant to the charter school as requested by the proposed sponsor, including, but not limited to assets, student records, and reports.

(D) The proposed sponsor that seeks to sponsor a transferring school must have met all requirements of the Standards of Charter Sponsorship in its most recent sponsor evaluation.

*AUTHORITY: sections 160.405 and 161.092, RSMo 2016.\* Original rule filed Dec. 11, 2020, effective July 30, 2021.*

*\*Original authority: 160.405, RSMo 1998, amended 2005, 2009, 2012, 2016 and 161.092, RSMo-1963, amended 1973, 2002, 2003, 2013, 2014.*

**5 CSR 20-100.280 Charter School Expedited Renewal Application Process**

*PURPOSE: This rule establishes the method for expediting the renewal process for a charter school that meets the requirements of section 160.405.9.(2)(d), RSMo 2016.*

(1) The sponsor of a charter school that meets the qualifications for expedited renewal will submit the form *Charter School Expedited Renewal Application*, provided by the Department of Elementary and Secondary Education (department), to the charter school section, addressing –

(A) Cover sheet with the current school name, address, superintendent/head administrator, and names of building(s) and principal(s), if applicable;

(B) Articles of Incorporation;

(C) Current, signed performance contract bearing charter school and sponsor signatures, pursuant to section 160.405.1, RSMo;

(D) Current list of charter school board members;

(E) Complete, projected five- (5-) year budget including projected reserves; and

(F) Projected enrollment by grade levels.

*AUTHORITY: sections 160.405 and 161.092, RSMo 2016.\* Original rule filed Dec. 8, 2016, effective July 30, 2017.*

*\*Original authority: 160.405, RSMo 1998, amended 2005, 2009, 2012, 2016 and 161.092, RSMo-1963, amended 1973, 2002, 2003, 2013, 2014.*

**5 CSR 20-100.290 Charter School Expedited Replication and Expansion Application Process**

*PURPOSE: This rule establishes the method for expediting the replication and expansion application process of a charter school into unaccredited districts, a metropolitan district, or an urban school district containing most of all of a home rule city with more than four hundred thousand (400,000) inhabitants and located in more than one (1) county. Participation is limited to charter schools that receive eighty-five percent (85%) or more of the total points for three (3) out of the last four (4) years on the annual performance report (APR). The expedited replication and expansion process serves to meet the allowance of such as stated*

*in section 160.408, RSMo.*

(1) For purposes of this rule, replicate and expand shall be defined as –

(A) Replicate means to open one (1) or more new charter Local Education Agencies (LEA) that is based on the charter school model for which the applicant has presented evidence of success; and

(B) Expand means to increase the number of available seats in an existing charter LEA.

*AUTHORITY: sections 160.400 to 160.425 and 167.349, RSMo 2016.\* Original rule filed Dec. 21, 2016, effective July 30, 2017.*

*\*Original authority: 160.400, RSMo 1998, amended 2005, 2009, 2012, 2016; 160.403, RSMo 2012, amended 2016; 160.405, RSMo 1998, amended 2005, 2009, 2012, 2016; 160.408, RSMo 2016; 160.410, RSMo 1998, amended 2005, 2009, 2012, 2016; 160.415, RSMo 1998, amended 1999, 2005, 2012, 2016; 160.417, RSMo 2012, amended 2016; 160.420, RSMo 1998, amended 2001, 2005, 2012; 160.425, RSMo 2012 and 167.349, RSMo 1999, amended 2005.*

**5 CSR 20-100.300 Instruction for Prekindergarten**

*PURPOSE: This rule authorizes public schools to provide for the gratuitous education of pupils in prekindergarten.*

(1) A public school district may provide for the gratuitous education of pupils in prekindergarten.

(2) Transportation may be provided at district expense for prekindergarten pupils on the same basis as for pupils in kindergarten through grade twelve (K-12), provided no state funds are used.

*AUTHORITY: section 161.092, RSMo 2016, and section 163.018, RSMo Supp. 2018.\* This rule previously filed as 5 CSR 50-340.020 and 5 CSR 20-600.120. Original rule filed Nov. 5, 1969, effective Nov. 15, 1969. Moved to 5 CSR 20-600.120, effective Aug. 16, 2011. Amended: Filed Jan. 22, 2015, effective Aug. 30, 2015. Moved to 5 CSR 20-100.300, effective Sept. 18, 2018.*

*\*Original authority: 161.092, RSMo 1963, amended 1973, 2002, 2003, 2014 and 163.018, RSMo 2014, amended 2016, 2018.*

**5 CSR 20-100.310 General Provisions Governing Programs Authorized Under Early Childhood Development, Education, and Care**

(Moved to 5 CSR 25-100.310)

**5 CSR 20-100.320 Prekindergarten Program Standards**

(Moved to 5 CSR 25-100.320)

**5 CSR 20-100.330 General Provisions Governing Programs Authorized Under the Early Childhood Development Act**

(Moved to 5 CSR 25-100.330)

**5 CSR 20-100.340 School Board Member Orientation and Training**

*PURPOSE: This rule establishes guidelines and requirements for school board member orientation and training as provided in*

Approved 3/5/2024

***Appendix 2: Charter School Application***

Approved 3/5/2024



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

Charter Schools Office  
University of Missouri - St. Louis  
3651 Olive Street, Suite 203D  
St. Louis, MO 63108  
(314) 516-4872  
[susan.marino@umsl.edu](mailto:susan.marino@umsl.edu)



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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 are 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**



**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.

TATUTORY 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)	<b>Preopening requirements for applications that require that charter schools meet all health, safety, and other legal requirements prior to opening</b>	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	

\_\_\_\_\_  
**Signature  
 Applicant**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Printed Name**

\_\_\_\_\_  
**Signature  
 Board Chair**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Printed Name**

### **Appendix 3: UMSL Charter School Contract Template**

Note that the Charter School Contract included in this Handbook is a Renewal Contract Template and will vary slightly from the contract for a school in its initial term. Further, the Charter School Contract included herein was revised for all schools signing a contract for a term beginning in SY24 or later. Schools that signed a contract for a term beginning SY23 or before have a different contract.



Charter Schools Office

#### **<LEA> Charter School Contract**

This Charter School Contract is entered into this \_\_\_\_ day of <Month, Year> by and between THE CURATORS OF THE UNIVERSITY OF MISSOURI, on behalf of the University of Missouri - St. Louis (hereinafter referred to as UMSL), and any other campus, unit or department owned and operated by THE CURATORS OF THE UNIVERSITY OF MISSOURI deemed necessary to satisfy the statutory requirements for sponsorship of a charter school, and <LEA>, a Missouri nonprofit corporation incorporated pursuant to Chapter 355, RSMo., (hereinafter referred to as <LEA>). Together, UMSL and <LEA> may be referred to as “the parties”.

The University of Missouri - St. Louis (UMSL) and <LEA> (<LEA>) agree to the renewal of <LEA>'s charter pursuant to the following terms. This Charter School Contract, together with the attached exhibits, shall be considered the charter for the school years beginning July 1, 2024 and ending June 30, 2029 (five years).

WHEREAS, <LEA>'s charter renewal application was accepted by UMSL on August 28, 2023;

WHEREAS, <LEA>'s charter renewal application was approved by the Missouri State Board of Education on <Date of Approval>;

NOW, THEREFORE, in consideration of the above-premises and the individual and mutual covenants contained herein, the parties hereto agree as follows:

#### Status of The Parties - Section 1

**Section 1.1.**

<LEA> is a Missouri nonprofit corporation incorporated pursuant to the provisions of Chapter 355, RSMo; is currently in good standing; and shall, throughout the term of this Charter School Contract, remain in good standing.

**Section 1.2.**

<LEA> is not a part of UMSL and is a separate legal entity, none of whose directors, officers or employees shall be deemed to be an agent of UMSL; has selected the method for election of officers specified in Section 355.326, RSMo, based on the class of corporation selected; currently has a board of directors, none of which is an employee of UMSL; and agrees that, throughout the term of this Charter School Contract, none of the members of <LEA>'s board of directors shall be employees of UMSL or of the charter school. <LEA>'s charter school board members are subject to liability for acts while in office and may participate in the Missouri public risk management fund.

**Section 1.3.**

UMSL is one of the campuses of The Curators of the University of Missouri, a constitutionally



**Charter Schools Office**

established instrumentality of state government within the State of Missouri. In agreeing to sponsor <LEA> as a charter school and in agreeing to the terms and conditions stated herein, UMSL is voluntarily exercising authority and powers expressly provided to it by the Missouri General Assembly in Sections 160.400 to 160.420 and Section 167.349, RSMo. Nothing contained in this Charter School Contract shall be deemed to be a waiver of UMSL's autonomy, powers or immunities and <LEA> shall not be deemed to be a part of UMSL.

**Section 1.4.**

<LEA> acknowledges that UMSL's obligations and responsibilities as the sponsor of the charter school are limited to those obligations and responsibilities set forth herein and as provided in applicable law; acknowledges that neither <LEA> nor its directors, officers or employees have authority to act as an agent for UMSL or to enter into any contracts with third parties that purport to impose any obligations or responsibilities on UMSL or which otherwise bind UMSL in any manner whatsoever; acknowledges that by agreeing to be the sponsor of the charter school, UMSL does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of the charter school; and further acknowledges that this Charter School Contract is not intended to be for the benefit of any third party including, but not limited to, any director, employee, agent, parent, guardian, student, or independent contractor of the charter school.

**Section 1.5.**

The parties hereto agree that UMSL is a research extensive institution and that <LEA> will be open to the review of research proposals and be willing to engage in projects that will provide mutual benefit to <LEA> and UMSL in promoting scientific evidence to improve <LEA> specifically and/or education generally; provided however, that UMSL shall be responsible for all costs incurred by <LEA> as a result of <LEA>'s engagement in such projects.

**Section 1.6.**

The parties hereto agree that nothing contained herein is intended nor shall it be deemed to constitute a waiver of any privileges or immunities to which the parties are otherwise entitled under the law and, in addition thereto, the parties acknowledge that Section 160.400.9 RSMo, provides that as the sponsor of the charter school, UMSL and its agents and employees are not liable for any acts or omissions of the charter school, including acts or omissions relating to the charter submitted by <LEA>, the operation of the charter school and the performance of the charter school.

**Section 1.7.**

Other than the payment associated with sponsorship of a charter school described in Section 160.400.11 RSMo, UMSL does not expect to receive any compensation for acting as a sponsor and has not asked for nor received from <LEA> any fee of any type for consideration of the renewal application and charter submitted by <LEA>, as specified in section 160.400.6, RSMo. UMSL has not imposed, as a condition for its consideration of the renewal application and charter, a promise of future payment of any kind by <LEA>.

Basis for Renewal - Section 2

<LEA> Charter School Contract: <Contract Term>



## Charter Schools Office

The UMSL Charter School Office analyzed a comprehensive body of evidence regarding <LEA>'s academic performance, organizational and fiscal viability, and its legal compliance. UMSL found that <LEA> met the academic performance expectations, when considered for the duration of the charter contract, in its operating charter and operated the school in a fiscally viable manner that demonstrates sound stewardship of the public funds generated for the education of <LEA>'s students. In addition, <LEA> has complied with all applicable federal and state laws and the terms of its operating charter.

### Governance - Section 3

#### Section 3.1

<LEA>'s governing board is responsible for ensuring compliance with this Charter School Contract, including compliance with <LEA>'s bylaws, UMSL Charter School Office policies (contained in the Charter School Office Handbook in Exhibit B), and sections 160.400 to 160.425, RSMo., and any other applicable state and federal laws or regulations. This includes, but is not limited to, criminal background checks for employees and contractors, teacher certification, student health and welfare, and nondiscrimination in the school's operations.

#### Section 3.2

<LEA>'s governing board shall ensure rigorous contract oversight and the school's financial independence from any third party contractor providing educational management or other services. This Charter School Contract shall replace and supersede any and all other agreements, documents, outlines, memos, notes or other written documents by and between <LEA> and any third party contractor providing educational management or other services.

### Performance Monitoring - Section 4

#### Section 4.1

The UMSL Charter School Office will annually evaluate <LEA> based on the academic, fiscal, learning environment, governance, and operations and organizational compliance performance indicators outlined in the UMSL Charter School Office's Performance Framework (Exhibit A) and UMSL Charter School Office's policies (Exhibit B). Those indicators also include, but are not limited to, the academic goals submitted by <LEA> as part of the Renewal Application (Exhibit C) and learning standards established by DESE.

#### Section 4.2

The UMSL Charter School Office's Performance Framework and UMSL Charter School Office's policies governing oversight of UMSL-sponsored schools may change from time to time. The UMSL Charter School Office shall provide <LEA> no less than sixty (60) days' notice prior to implementing changes to these policies, and the opportunity to provide input which may or may not be incorporated into the UMSL Charter School Office policies.

#### Section 4.3

<LEA> shall submit to UMSL, as outlined in the Required Document Submissions, the results of all <LEA>'s national norm-referenced tests or assessments to include all academic growth and progress monitoring data, including, but not limited to, NWEA, Evaluate, iReady, STAR or other standardized assessments approved by UMSL and the results of the Missouri Assessment



Program. <LEA> will conduct an annual self-analysis of academic growth for each school year to be submitted to UMSL no later than June 15. These self-assessments must include school-collected data.

**Section 4.4**

<LEA> will submit required data and documents through the Required Document Submission process. UMSL will also conduct on-site reviews annually and more often, if needed, to determine compliance with applicable state and federal laws or regulations and the terms of the charter. Nothing prohibits UMSL from conducting additional site visits and reviews, for which appropriate guidance and notice will be provided.

**Section 4.5**

As part of its monitoring, UMSL will follow a progressive system of notification, intervention, and calls for corrective action on the part of <LEA>, should it be determined they are out of compliance with applicable state and federal laws or regulations, or the terms of the charter. Details for this process are outlined in the UMSL Charter School Office Handbook (Exhibit B)

Probation and Termination of Charter School Contract - Section 5

**Section 5.1**

UMSL may revoke this Charter School Contract at any time on any of the following grounds:

- Failure to meet academic, fiscal, learning environment, governance, and operations and organizational compliance performance indicators outlined in the UMSL Charter School Office’s Performance Framework and UMSL Charter School Office’s policies; or
- Failure to meet generally accepted standards of fiscal management; or
- Failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.425 and 167.349 within thirty (30) days following receipt of written notice requesting such information; or
- Material or intentional violation of applicable federal or state laws; or
- Material or intentional violation of the law or public trust that imperils students or public funds; or
- There is a change in the provisions of Sections 160.400 through 160.425, RSMo which alters or amends the responsibilities and obligations of either <LEA> or UMSL and the parties hereto are unable to agree upon amendments to this UMSL Contract necessary to conform its terms and conditions to said statutory amendments.

The process and policy are fully outlined in Exhibit B.

**Section 5.2**

If UMSL determines that <LEA> is failing to meet one or more required performance indicators as established in this Charter School Contract, or earns an annual performance report lower than the resident district, or is identified as a lowest achieving school by DESE, but that such failure does not warrant revocation, UMSL may, at its discretion, designate <LEA> to be in a probationary status for a defined period of time, not to exceed two years, and not more than once during the term of the Charter School Contract. During the probationary period, UMSL may require <LEA> to implement a mutually agreed upon School Improvement Plan with defined outcomes to correct performance deficiencies described in writing by UMSL. If <LEA> fails to meet the mutually-agreed upon School Improvement Plan outcomes by the end of the probationary period, UMSL may elect to revoke or not renew this Charter School Contract.

**Section 5.4**

UMSL may choose to not renew this Charter School Contract for any reason. Whether the result of contract revocation, non-renewal, or by decision of the <LEA> Board of Directors, the charter school shall agree to the Closure Procedures outlined in the UMSL Charter School Office Handbook (Exhibit B)

**Section 5.5**

This contract shall extend for up to two years beyond the cessation of academic programs to allow for implementation of UMSL’s Closure Procedures.

Implementation - Section 6

**Section 6.1**

Any notices pursuant to this Charter School Contract shall be communicated in writing using either the physical or email addresses below the signatures of the signing parties. This Charter School Contract may be executed by original or electronic signatures.

**Section 6.2**

Material amendments to this Charter School Contract must be approved by both signing parties to be effective. Material amendments include, but are not limited to the following:

- Purchase or lease of a new facility or a change in the school’s location
- Change in the school’s mission statement
- Change in the school’s approach to instruction
- A change from the Renewal Application that expands enrollment by more than 10% of the total enrollment or by grade level.

**Section 6.3**

The parties will confer in good faith to resolve any disputes regarding this Charter School Contract. If the parties’ own efforts fail to resolve the issue, the parties agree to identify and engage a neutral third-party mediator prior to pursuing any legal remedies.

Indemnification - Section 7

<LEA> agrees to indemnify and hold UMSL, its board of curators and members thereof, its officers, employees and agents, harmless from all claims, demands and liability, including attorney fees and related costs, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the charter school's operations or which are incurred as a result of the reliance of UMSL upon the accuracy of information provided to it by <LEA>. In addition to the obligations imposed in the preceding sentence, <LEA> agrees that the insurance required by the provisions of Section 160.405.4(4), RSMo shall name UMSL and its officers, employees and agents of UMSL as additional named insureds for any covered loss of any kind whatsoever which they or any of them legally may be required to pay and which arise out of or are in any manner connected with the charter school's operations or which are incurred as a result of the reliance of UMSL upon the accuracy of information provided to it by <LEA>.

General Terms and Conditions - Section 8

**Section 8.1.**

*Assignment.* This Charter School Contract is not assignable by <LEA> without the prior written consent of the Chancellor of UMSL.

**Section 8.2.**

*Successors and Permitted Assigns.* The terms and conditions of this Charter School Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

**Section 8.3.**

*Entire Contract.* This Charter School Contract and Exhibits set forth the entire agreement between UMSL and <LEA> with respect to the subject matter of this Charter School Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Charter School Contract.

**Section 8.4.**

*Adherence to UMSL's CSO Policies.* In addition to complying with the terms and conditions expressly provided in this Charter School Contract, <LEA> shall comply with all policies and procedures as outlined in the UMSL Charter School Office Handbook, and any amendments thereto.

**Section 8.5.**

*Amendments.* Except as outlined in Section 6.2, none of the terms or conditions herein shall in any manner be altered, amended, waived, or abandoned, except by written agreement of the parties, executed by authorized representatives of the parties.

**Section 8.6.**

*Other Contracts.* Nothing contained in this Charter School Contract or in the provisions of Section 160.400 through 160.425 RSMo requires or prohibits the parties from entering into separate contracts related to <LEA>'s need to procure professional services from UMSL or its faculty and staff including, but not limited to, sponsored research contracts, consulting contracts, etc. If the parties desire to enter into such separate contracts, they will be in writing and shall set forth the terms and conditions thereof including the consideration to be paid therefore.

**Section 8.7.**

*Severability.* If any provision of this Charter School Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity or enforceability of the remainder of the provision or the remaining provisions of this Charter School Contract.

**Section 8.8.**

*Non-Waiver.* No term or provision of this Charter School Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default of the other, whether expressed or implied, shall constitute a consent to, or waiver of, or excuse for any different or subsequent breach or default.



**Section 8.9.**

*Governing Law.* This Charter School Contract shall be governed and controlled by the laws of the State of Missouri as to interpretation, enforcement, validity, construction and effect, and in all other respects. This Charter School Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Charter School Contract.

**Section 8.10.**

*Counterparts.* This Charter School Contract shall be executed in one or more counterparts and all such counterparts shall constitute one and the same instrument.

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### Signature Page

**Agreement by all Parties**

IN WITNESS WHEREOF, the parties hereto have executed this Charter School Contract and/or authorized same to be executed by their duly authorized representatives as of the date shown below their respective signatures.

<LEA> and UMSL agree that substantial failure to meet the terms of this Charter School Contract could cause UMSL to place <LEA> on probation and/or revoke this Charter School Contract. Probation will require a remediation plan for addressing all deficiencies in the following year. Failure to remediate will result in a recommendation for revocation of the Charter School Contract and closure of the school at the end of the school year, or as otherwise defined in Section 4 of this Charter School Contract.

Furthermore, this Charter School Contract is for five (5) years of operation of the school. In the fourth year, <LEA> and UMSL will determine, based on UMSL’s policy and procedures and successful completion of this Charter School Contract, if the school is prepared for renewal. At that time, a new Charter School Contract will be created to address the next years of the proposed, renewed charter.

The Board of Directors of <LEA> approved this Charter School Contract on \_\_\_\_\_.

In agreement:

Signature of <LEA> Board President: \_\_\_\_\_  
Trudy Ingalls

Date: \_\_\_\_\_

Physical Address: 1881 Pine Street, St. Louis, MO 63103  
Email: trudy.ingalls@<LEA>.org

Signature of UMSL CSO ED: \_\_\_\_\_  
Dr. Susan Marino

Date: \_\_\_\_\_

Physical Address: 3651 Olive Street Suite 203D, St. Louis MO 63108  
Email: susan.marino@umsl.edu

Exhibits

- A: UMSL Charter School Office Performance Framework
- B: UMSL Charter School Office Handbook
- C: <LEA> Renewal Application

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## Appendix 3.2: Pre-Opening Requirements

UMSL Charter School Office

Pre-Opening Checklist

SECTION	Deliverables						Additional detail on evidence	Notes
		No. months	1 year	1 year	1 year	One Completion		
Curriculum & Instruction	Master schedule and staffing plan developed (annual calendar, school schedule, staffing plan)		X				All items uploaded to Shared Folder	
Curriculum & Instruction	Needed instructional materials and supplies are ordered or on hand	X					Evidence of actual materials on hand or evidence materials have been ordered and will be delivered in time for school opening	
Curriculum & Instruction	School calendar is made available to the staff and public	X					All items uploaded to Shared Folder	
Curriculum & Instruction	School class schedule is finalized and made available to the staff and parents/students			X			All items uploaded to Shared Folder	
Curriculum & Instruction	The number of hired teachers is adequate and their assignments match the staffing plan		X				Staff notes including teaching assignments by grade level, or specially uploaded to Shared Folder	
Curriculum & Instruction	Curriculum developed, as outlined in the charter, with a grade-level scope and sequence for Communication Arts, Math and Science how been developed and include standards, outcomes, assessment, and unit overviews.	X					All items uploaded to Shared Folder	
Curriculum & Instruction	Needed instructional materials and supplies are appropriately distributed to classrooms at every grade level			X			Classroom walk through or photographs of classrooms	
Curriculum & Instruction	Student Assessment Plan is ready to implement, with agreements in place with necessary internal assessment vendor			X			Verification Letter uploaded to Shared Folder	
English Language Learners	ELL Student Service Plan (S-ELL) has been adopted by the board			X			Plan uploaded to Shared Folder	
English Language Learners	Appropriate Staffing to serve English Language Learners enrolled		X				Signed contract(s) with certified ENGLISH LANGUAGE LEARNER staff to meet the needs of the students enrolled OR a copy of the contract to provide these services	
Facilities, Furniture and Equipment	Written notice that a location has been secured, includes lease or deed with the physical address of the facility clearly indicated	X					Proof of facility/lease/ deed etc. uploaded to Shared Folder.	
Facilities, Furniture and Equipment	Available space meets the requirement for the number of students to be served (classrooms, restrooms, special purpose space, etc.)		X					
Facilities, Furniture and Equipment	Space is accessible to all students	X					Awareness that the school is ADA compliant or if not, how the school will meet the needs of all students with reasonable accommodations, uploaded to Shared Folder	
Facilities, Furniture and Equipment	Permits and certification for using on site at school		X				Permit and certification documents	
Facilities, Furniture and Equipment	Permits and certification for land use on site at school		X				Permit and certification documents	
Facilities, Furniture and Equipment	Permits and certifications related to building use/occupancy on site at school	X					Permit and certification documents	
Facilities, Furniture and Equipment	Floor plan submitted to local police department		X				Certification in Shared Folder	
Facilities, Furniture and Equipment	Space is clean, well lit, furniture is in place, equipment installed and ready for students to enter; entrance and signs from school are adequately controlled			X			Walkthrough	
Facilities, Furniture and Equipment	Child, Abuse, and Neglect Hotline information posted in all classrooms			X			Walkthrough	
Facilities, Furniture and Equipment	Fire, Fire Extinguisher, and Safety Inspection completed			X			Documentation uploaded to Shared Folder	
Facilities, Furniture and Equipment	Health Inspection complete and on file at the school			X			All relevant state and local health permits/documentation	
Facilities, Furniture and Equipment	Systems are in place for student drop-off and pick-up			X			Plan the drop-off and pick-up	
Finance	Board financial policies and procedures are in place, as outlined in the Required Policies of the UMSL CSO Handbook	X					Board policies uploaded to Shared Folder	
Finance	Staff handbook includes procedures for procurement, reimbursements, use of petty cash, reporting requirements, contracting		X				Staff handbook uploaded to the Shared Folder	
Finance	Reimbursement Plan is in place	X					Evidence of inclusion in aggregate reimbursement plan contract/year accounting and "parent" company agreement or employment or contract with individual to handle accounting and assets	
Finance	Accounting and payroll systems are set up	X	X	X			Budget, Monthly Financials	
Finance	Financials and budget projection demonstrates the school will be able to operate throughout the school year	X	X	X				
Finance	Maintain a bank account, in which state and federal funds are deposited, that is under the control of the charter board, indicate who is a signer on the bank accounts, including at least two board members; December bookends funds in excess of \$250K collateralized		X				Bank Information is uploaded to Shared Folder	
Finance	Electronic Fund Transfers (EFT) Enrollment Forms have been submitted to DESE	X					Verification from Leadership	
Finance	Necessary state documents to generate payment have been submitted (Vendor Ingot Form)	X					Verification from Leadership	<a href="https://dese.ncs.gov/sites/default/files/2016/06/16/20160616.pdf">https://dese.ncs.gov/sites/default/files/2016/06/16/20160616.pdf</a>
Governance	Management Contract (if applicable) is complete	X					Current Management Contract uploaded to Shared Folder	
Governance	DE tax exempt status is complete	X					DE Tax Exempt Letter uploaded to Shared Folder	
Governance	Evidence of non-profit status is demonstrated in the Articles of Incorporation	X					Articles of Incorporation uploaded to Shared Folder	
Governance	Provide a surety bond and provide liability insurance to indemnify the school, its board of directors, its staff and its teachers against tort claims; List DM as additional insured on GL. All required insurance coverage stipulated in the charter are obtained from a provider licensed to do business in Missouri;		X				Certificates of insurance and surety bond uploaded to Shared Folder	
Governance	Board policies on contracted services are in place	X					Board adopted policies on contracted services uploaded to Shared Folder	
Governance	Board membership is as outlined in charter		X				List of current members of the school board of directors, including names with contact information uploaded to Shared Folder	
Governance	Board meetings are in place		X				Meeting minutes from last board meeting, no longer than 60 days before start day	
Governance	Criminal background checks and family registry checks on all board members are completed		X				Verification Letter uploaded to Shared Folder	

Governance	Missouri Ethics Commission reports are filed.	X					Verification Letter uploaded to Shared Folder	The new charter school LEA must register with the Missouri Ethics Commission within 30 days of your approval by the State Board of Education. You will need a list of the names and addresses of all board members. You will need to grant access to the sponsor to view filing information. If you have questions, please contact Joyce Baker at (314) 751-0020. Each board member must also file financial disclosures within the first 30 days of approval of the charter school application by the State Board of Education.
Governance	Consent letters are submitted		X				Updated and notified bylaws uploaded to Shared Folder	
Governance	Names and contact information of board members are on school website		X					
Governance	Board policies and procedures are in place, as outlined in the Required Policies of the UMSL CSO Handbook		X				Board policy uploaded to Shared Folder	
Governance	Board meeting schedule for opening year is scheduled		X				Uploaded to Shared Folder	
Governance	Board has contacted with School Leader with clear expectations for leader	X						
Management	Teaching, administrative, and staff plan developed showing number of teachers per grade level, subject area, and title	X					Uploaded to Shared Folder	
Management	Organizational Chart is updated				X		Updated organization chart with specific names and designated "senior management"	
Management	Title I Plan is approved by board		X				Title I plan approved and uploaded to Shared Folder	
Management	Appropriate staff are signed up for appropriate DEFE letters	X			X		Verification form is develop	<a href="http://doe.mo.gov/communications/letters">http://doe.mo.gov/communications/letters</a>
Management	Appropriate staff have access to Core Data and MOSES; UMSL has been provided access to Core Data, as required.	X			X		Verification form is develop team that IEN code has been received from DEFE Charter School Office, the sPACs Security Form and the DEFE Web System User ID request form have been submitted, and MOSES access request form has been submitted.	
Management	School has a plan for when teachers are absent		X				Schooly plan for constructing with substitute teacher and process the teacher to request leave uploaded to Shared Folder	
Operation	LEA attendance center code has been received from DEFE	X					Confirmation from DEFE	<a href="http://doe.mo.gov/communications/letters">http://doe.mo.gov/communications/letters</a>
Operation	Detailed plan for responding to emergencies (fire drill, emergency evacuation, etc.) are in place; plan for responding to emergencies are posted in the school and in each classroom		X				Emergency Plans/Emergency Drill Schedules uploaded to Shared Folder and walk through	
Operation	Criminal background checks and family registry checks are complete for all board employees				X		Verification Letter	
Operation	Teacher Certification meets requirements				X		Verification Letter including teacher are certified, as required	
Operation	Food Service management plan complete				X		Food service contract/plan in place and uploaded to Shared Folder	
Operation	Supplemental transportation services for students with disabilities whose IEP requires transportation and for homeless students				X		Agreement with supplemental transportation services transportation plan or school plan requirements uploaded to Shared Folder	
Operation	Background checks for all visitors who interact with students or visit the building (includes but not limited to transportation and food services)				X		Agreement vendor provides assurance that driver and delivery BDO have had criminal background checks	
Operation	Appropriate safe school signage (school nonstop limits, crosswalk, etc.)				X		Evidence that the appropriate municipal department has been contacted to install school nonstop limits, crosswalks and safe school signs	
Operation	Student health services plan is in place				X		Evidence that health services are available as required including school policies for medicine are evident in a walkthrough	
Operation	Student Information System on place and staff trained				X		Evidence of IEE and documentation of staff training are available	
Operation	Procedures are in place for creating, storing, reviewing and using student academic, attendance, and discipline data and records				X		Evidence of IEE, student record keeping systems, and policies that align with FERPA are available	
Operation	Complaint Resolution Process is in place and shared with staff, parents and students				X		Parent and Student Handbook Staff Handbook contain this	
Operation	If providing transportation for all students appropriate contracts and plans are in place				X		Transportation contract and pickup/drop-off schedule are uploaded to the Shared Folder	
Operation	Per State the American flag is displayed on school grounds				X			
Operation	Procedures for pick up and drop off are developed				X		Verified by school leader	
Operation	Employee policies have been established and are available to teachers and staff				X		Staff Handbook documents appropriate policies have been distributed to staff	
Parent/Community	Student and parent (guardian) handbook containing specific policies on discipline (suspension and expulsion), promotion, rights of the students, rights to attend board meeting, administration and consumption of medicine at school, immunization or exemption from immunization, student health records, and grievance procedure is completed (board approved policies)				X		Parent and Student Handbook uploaded to Shared Folder	
Parent/Community	Student and parent handbooks are made available to parent, potential parents, students				X		Description of how Parent and student handbook was shared with parents, potential parents and students (written link, copy of email communication, etc.) uploaded to Shared Folder	
Parent/Community	Parent and student handbook includes policies and procedures for transportation				X		Parent and Student Handbook	
Parent/Community	Background checks for all volunteers are in place, and a process to continually complete them is in place				X		Verification letter uploaded to Shared Folder	
Parent/Community	MOCAP requirement in handbook and posted on landing page of website				X			
Parent/Community	Background checks for all volunteers				X		Verification Letter uploaded to Shared Folder	
Special Education	Staff policies and procedures for serving special education students are available to staff				X		Special Education Policy and Procedures and Description of how policy and procedures was shared with staff (handbook)	
Special Education	Board adopt policies on transportation services for students with disabilities and for homeless students and agreement with supplemental transportation services for students with disabilities whose IEP requires transportation and for homeless students				X		Agreement is uploaded to the Shared Folder	
Special Education	Appropriate teaching staff to serve Special Education Students				X		Signed contracts with special education teaching staff that meet licensing requirements as TEACHER OF RECORD	
Special Education	Appropriate staff to meet the services outlined in IER of entitled Special Education Students				X		Signed contracts with certified SPECIAL EDUCATION STAFF, speech and language therapists, occupational and physical therapists, and/or any other staff as required to meet the needs of the students entitled OR a copy of the contract to provide those services is uploaded to the Shared Folder	
Special Education	Compliance plan approved by board				X		Approved Special Education Compliance Plan uploaded to the Shared Folder	

Special Education	Provisions have been made for assessing and serving students with disabilities		X				Contract with staff certified to provide specialized instruction and related services or evidence of contracted services	
Student Enrollment	Documents pertaining to the lottery	X					Documentation of notice of lottery and procedures followed for lottery uploaded to the Shared Folder	
Student Enrollment	Student Application	X					Documentation application is available (link on website, description of how it is shared with families) uploaded to the Shared Folder	
Student Enrollment	Student enrollment procedures, including application/deadline, capacity by grade level, enrollment limitations as allowed by statute, lottery procedures are in policy adopted by the board	X					Enrollment policy and manual uploaded to the Shared Folder	
Student Enrollment	Student Residency					X	All students enrolled have provided proof of residency	
Student Enrollment	Enrollment Procedures to identify students with disabilities, English Language Learners, homeless	X					Enrollment procedures uploaded to the Shared Folder	
Student Enrollment	Student records, including records for students with special needs, have been received or requested			X	X		Documentation of records request provided	
Student Enrollment	Student enrollment statistics, including number currently enrolled by Student Group(s), number of students on wait list (by Student Group) have been presented to the board	X	X	X	X		Board minutes and regular enrollment updates	
Student Enrollment	Student rosters available to teachers					X	Student Roster	
Student Enrollment	Students enrolled via entered into MYSIS					X	Attendance document	
Student Enrollment	Locked storage unit(s) or secured electronic storage for student academic, attendance, discipline, test records					X	walk through	
Student Enrollment	Locked and separate storage OR secured and separate electronic storage of all student health records					X	walk through	

## Appendix 4: UMSL Performance Framework Template

Note: this Performance Framework was implemented for schools signing a contract after SY24. It is equal to Appendix 7: UMSL Annual Review and Report Summary Template.



UMSL Charter Schools Office - Performance Framework  
 <LEA> Contract Term SYXX-SYXX

I. ACADEMIC PERFORMANCE											
STANDARDS	INDICATORS/ MEASURES	Metric/Source	Previous Contract	PERFORMANCE DURING CONTRACT					Cumulative Rating	Direction	Notes
				SY 25	SY 26	SY 27	SY 28	SY 29			
State and Federal Accountability	Targets and Ratings										
Federal Compliance	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor equity issues are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Meets all requirements of federal programs, as indicated through DESE monitoring systems	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
ESSA Designation	Meets: Not designated as a comprehensive or targeted school Partially Meets: Designated as a Targeted School Does Not Meet: Designated as a Comprehensive School	Not identified DESE as a Comprehensive or Targeted school	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
State Rating-APR	Exceeds: > 85% Meets: > 70% Partially Meets: 50% - 69% Does Not Meet: < 50%	As calculated through the DESE MSP program	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Academic Achievement	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
ELA: Achievement (All Students) * N/A for LEAs with < 25% Student Groups	Exceeds: MPI > DESE Target Level Meets: MPI > DESE On Track Level OR improved by 3 MPI points compared to the previous year Partially Meets: MPI > DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year Does Not Meet: MPI > DESE Floor Level AND did not improve by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
ELA: Achievement (Student Groups)	Exceeds: MPI > DESE Target Level Meets: MPI > DESE On Track Level OR improved by 3 MPI points compared to the previous year Partially Meets: MPI > DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year Does Not Meet: MPI > DESE Floor Level AND did not improve by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
ELA: Achievement Comparison to SLPS	Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds SLPS by > 5 points Partially Meets: MPI is within 5 points of SLPS Does Not Meet: MPI is not within 5 points of SLPS	As reported in the MSIP6 District/Charter APR Summary Report SLPS	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
ELA: Achievement Comparison to SLPS (Student Groups)	Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points Partially Meets: MPI is within 5 points of SLPS Does Not Meet: MPI is not within 5 points of SLPS	As reported in the MSIP6 District/Charter APR Summary Report Comparison Schools	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
ELA: Achievement Comparison	Exceeds: MPI exceeds 3+ comp schools by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points Partially Meets: MPI is within 5 points of or exceeds MPI of 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report Comparison Schools	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
ELA: Achievement Comparison (Student Groups)	Exceeds: MPI exceeds 3+ comp schools by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points Partially Meets: MPI is within 5 points of or exceeds MPI of 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report Comparison Schools	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Math: Achievement (All Students) * N/A for LEAs with < 25% Student Groups	Exceeds: MPI > DESE Target Level Meets: MPI > DESE On Track Level OR improved by 3 MPI points compared to the previous year Partially Meets: MPI > DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year Does Not Meet: MPI > DESE Floor Level AND did not improve by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Math: Achievement (Student Groups)	Exceeds: MPI > DESE Target Level Meets: MPI > DESE On Track Level OR improved by 3 MPI points compared to the previous year Partially Meets: MPI > DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year Does Not Meet: MPI > DESE Floor Level AND did not improve by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Math: Achievement Comparison to SLPS	Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds SLPS by > 5 points Partially Meets: MPI is within 5 points of SLPS Does Not Meet: MPI is not within 5 points of SLPS	As reported in the MSIP6 District/Charter APR Summary Report SLPS	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Math: Achievement Comparison to SLPS (Student Groups)	Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points Partially Meets: MPI is within 5 points of or exceeds MPI of 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report Comparison Schools	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Math: Achievement Comparison	Exceeds: MPI exceeds 3+ comp schools by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points Partially Meets: MPI is within 5 points of or exceeds MPI of 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report Comparison Schools	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Math: Achievement Comparison (Student Groups)	Exceeds: MPI exceeds 3+ comp schools by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points Partially Meets: MPI is within 5 points of or exceeds MPI of 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report Comparison Schools	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Science: Achievement (All Students) * N/A for LEAs with < 25% Student Groups	Exceeds: MPI > DESE Target Level Meets: MPI > DESE On Track Level OR improved by 3 MPI points compared to the previous year Partially Meets: MPI > DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year Does Not Meet: MPI > DESE Floor Level AND did not improve by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Science: Achievement (Student Groups)	Exceeds: MPI > DESE Target Level Meets: MPI > DESE On Track Level OR improved by 3 MPI points compared to the previous year Partially Meets: MPI > DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year Does Not Meet: MPI > DESE Floor Level AND did not improve by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Science: Achievement Comparison to SLPS	Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds SLPS by > 5 points Partially Meets: MPI is within 5 points of SLPS Does Not Meet: MPI is not within 5 points of SLPS	As reported in the MSIP6 District/Charter APR Summary Report SLPS	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Science: Achievement Comparison to SLPS (Student Groups)	Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points Partially Meets: MPI is within 5 points of or exceeds MPI of 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report Comparison Schools	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Science: Achievement Comparison	Exceeds: MPI exceeds 3+ comp schools by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points Partially Meets: MPI is within 5 points of or exceeds 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report Comparison Schools	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Science: Achievement Comparison (Student Groups)	Exceeds: MPI exceeds 3+ comp schools by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points Partially Meets: MPI is within 5 points of or exceeds 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report Comparison Schools	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Academic Growth	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes

ELA: Growth Statistical Significance Category (All)	Exceeds: Above Average Meets: Average and meets or exceeds Achievement Comparison to Comp Schools Partially Meets: Average and Partially Meets Achievement Comparison to Comp Schools Does Not Meet: Below Average	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
ELA: Growth Statistical Significance Category (Student Groups)	Exceeds: Above Average Meets: Average and meets or exceeds Achievement Comparison to Comp Schools Partially Meets: Average and Partially Meets Achievement Comparison to Comp Schools Does Not Meet: Below Average	As reported on the District Report Card issued by DESE	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Math: Growth Statistical Significance Category (All)	Exceeds: Above Average Meets: Average and meets or exceeds Achievement Comparison to Comp Schools Partially Meets: Average and Partially Meets Achievement Comparison to Comp Schools Does Not Meet: Below Average	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Math: Growth Statistical Significance Category (Student Groups)	Exceeds: Above Average Meets: Average and meets or exceeds Achievement Comparison to Comp Schools Partially Meets: Average and Partially Meets Achievement Comparison to Comp Schools Does Not Meet: Below Average	As reported on the District Report Card issued by DESE	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Mission-Specific Academic Goals	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Additional Notes: N/A

- Data is that which was available through June 15, 2025  
 - 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: \, /, ++  
 - Long-term progress is defined as making progress in MPI from start of contract to current year as outlined in targets (i.e. from SY25 to SY29, increase by 15 MPI points - an average of 3/year).  
 Cumulative Rating Scale:  
 Meets: Consistently meets target, year over year OR meets or exceeds in at least one of the last two years, and demonstrates a positive trend overall OR makes appropriate long-term progress, as defined above  
 Partially Meets: Does not make appropriate long-term progress, as defined above, AND consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets OR positive trend from does not meet  
 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years



UMSL Charter Schools Office - Performance Framework  
 -LEA: Contract Term SYXX-SYXX

II. FINANCE											
STANDARDS	INDICATORS/MEASURES		PERFORMANCE DURING CONTRACT								
Near-Term Measures	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Current Ratio	Meets: > 1.1, OR < 1.1 due to major capital expense Partially Meets: > 1.0 and > 0.9 Far Below Standards: < 0.9	Current Assets/Current Liabilities per audited financials and ASBR	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Debt Default	Meets: No defaults and not delinquent on debt service payments Far Below Standards: One or more loan defaults and/or delinquent on debt service payments.	Number of loan payments missed or loans defaulted, as reported by the LEA	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Student Attendance	Meets: > 90% Partially Meets: > 85% and < 90% Far Below Standards: < 85%	Proportional Attendance Rate as reported on the District Report Card issued by DESE	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Student Enrollment Variance	Meets: > 95% Partially Meets: > 85% and < 95% Far Below Standards: < 85%	Actual Enrollment (October Count)/Projected Enrollment in Charter	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Sustainability Measures	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Debt to Asset Ratio	Meets: < 0.9 Partially Meets: > 0.9 and < 1.0 Far Below Standards: > 1.0	Total Liabilities/Total Assets per audited financials	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Percentage Fund Balance	Exceeds: > 25% Meets: < 25% and > 10% Partially Meets: > 3% and < 10% Far Below Standards: < 3%	(Assets-Expenses)/Expenses per audited financials and ASBR	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Expenditures Less than Receipts for the Fiscal Year	Meets: < 1 Partially Meets: > 1	Expenditures/Revenue per audited financials and ASBR	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Financial Operations	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Meets financial reporting and compliance requirements	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring; including but not limited to, submitting a board-approved audit conducted by an independent auditor to DESE and published as required, submitting an accurate ASBR by August 15; posting financial ledgers on website as required, maintain appropriate fiscal records, etc.	TBD	#REF!	TBD	TBD	TBD	TBD	TBD	TBD	
Operates in a fiscally sound and appropriate manner, assessing and maintaining adequate fiscal health	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring; including but not limited to, establishing budgets, setting fiscal policy, producing regular financial statements, ensuring board review and oversight of payments (check register and credit card statements), and paying all obligations in a timely manner	TBD	#REF!	TBD	TBD	TBD	TBD	TBD	TBD	
Mission-Specific Finance Goals	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	

Additional Notes: N/A

- Data is that which was available through June 15, 2025  
 - 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: \, /, ++  
 Cumulative Rating Scale:  
 Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall  
 Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet  
 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years

III. LEARNING ENVIRONMENT

STANDARDS		INDICATORS/ MEASURES									
School Environment	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Complies with facilities and transportation requirements	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring; including but not limited to, ADA, inspections and records, permits, and transportation etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Meets all state and local standards relative to health and safety; maintains a clean and safe environment that supports the educational mission of the school	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with all local health, state and federal requirements, all disaster preparation requirements	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Student Retention	Exceeds: ≥ 90% retained Meets: ≥ 80% retained Partially Meets: ≥ 75% retained Does Not Meet: < 70% retained	Percent of students reported in the previous year's October Report who are reported in the current year's October Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Education Program Compliance	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Implements the material terms of the education program as defined in the current charter contract	Meets: School program is as described in charter and to parents Partially Meets: Most, but not all elements are as described Does Not Meet: Many elements are not as described	The charter is implemented as described in the charter contract and as described to families	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Complies with applicable education requirements	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring; including but not limited to, instructional days, graduation requirements, MLS, assessments, ESSA, screenings such as Dyslexia, McKinney-Vento, etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Student Rights and Requirements	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes

Protects the rights of all students - program	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, all state and federal requirements and guidelines regarding services to students, including, but not limited to all title programs; career and technical education; food service; and services for foster, homeless, and immigrant students.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Protects the rights of students with disabilities	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring; including but not limited to policies, practices related to IDEA and Section 504	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Protects the rights of English Language Learner (ELL) students	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring; including but not limited to policies, practices related to Title VI of the Civil Rights Act	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Mission-Specific Learning Environment Goals	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	

Additional Notes:

- Data is that which was available through June 15, 2025  
- 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: ↘, ↗, ↔

Cumulative Rating Scale:  
Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall  
Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet



IV. GOVERNANCE											
STANDARDS		INDICATORS/ MEASURES									
State and Federal Accountability	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY29	Cumulative Rating	Direction	Notes
Operates in the best interest of its students and mission	Meets: 100% of decisions support the mission with evidence of strong governance and strategic planning Partially Meets: 100% of decisions support the mission OR evidence of strong governance and strategic planning factoring. Does Not Meet: The board does not have a clear and united mission OR governing plan	Board decisions are directly connected to the mission of the school	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Maintains an active, involved board as described in their charter	Meets: ≥ 90% of members attend and actively participate in 80% of meetings Partially Meets: ≥ 80% of members attend and actively participate in 80% of meetings Does Not Meet: < 80% of members attend and actively participate in 80% of meetings	% attendance and active participation in meetings	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Complies with Board Governance Requirements	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; including but not limited to, developing, revising, and following required board policies and bylaws; complying with open meeting laws, completing conflict of interest statements, following code of ethics, following bylaws, holding meetings, etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Trains and Develops the Board	Meets: 100% of new board members receive the required training and 100% of returning board members complete at least 1 hour of annual training Partially Meets: < 100% of new board members receive the required training OR < 100% of returning board members complete at least 1 hour of annual training Does Not Meet: The board does not have a program for onboarding new members and/or training for returning board members	All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy, and conflict of interest within their first year of service, and continual training throughout their service (6 hours/year)	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	

Demonstrates Strong Board Accountability	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract and laws for nonprofits and school boards and develops practices to ensure the board is held accountable to effective governance. This includes but is not limited to: annual board self-assessment, board goals, board committees, maintaining required insurance, and establishing and monitoring the strategic plan.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Operates Free of Conflict of Interest	Meets: No conflicts of interest Does Not Meet: Conflict of interest is evident	School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Monitors School Performance and Compliance	Meets: 100% Compliance Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	The Board requires and analyzes reports to monitor academic, financial and operational performance and compliance including accountability tracking documents, enrollment/attendance, academic achievement, etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
School Leader Accountability	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY29	Cumulative Rating	Direction	Notes
Hold Management Accountable	Meets: Executive Leader evaluated and demonstrates effective leadership Does Not Meet: Executive School Leader is not evaluated or does not demonstrate effective leadership	The Board implements a transparent process for evaluating the school leader that includes evaluation of progress made on yearly school goals	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Compliance and Reporting	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY29	Cumulative Rating	Direction	Notes
Consistently abide by all Missouri laws	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Materially Compliant	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	

Maintains appropriate records	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Governance records and documentation are appropriately created and maintained	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Communicates with UMSL	Meets: 100% of significant issues were communicated in a timely manner Does Not Meet: < 100% of significant issues were communicated in a timely manner	The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Mission-Specific Governance Goals	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Direction
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Additional Notes:

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 - 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: \, /, ++  
 Cumulative Rating Scale:  
 Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall  
 Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet  
 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years



UMSL Charter Schools Office - Performance Framework  
 -LEA- Contract Term SYXX-SYXX

V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE

STANDARDS	INDICATORS/MEASURES										
Employee Rights and Requirements	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Respects employees' rights	Meets: 100% compliant or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audit/monitoring, including but not limited to policies, practices related to hiring, professional development, evaluation, collection and protection of personnel information; etc. Also review complaints filed.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Completes Required Background Checks and FCSR	Meets: 100% complete Does Not Meet: < 100% complete	Assurance Statement	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Meets teacher and other staff credentialing requirements	Meets: ≥ 80% core positions certified Does Not Meet: < 80% core positions certified	As reported in the October Staff Assignment Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Compliance and Reporting	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Direction
Protects the rights of all students - operations	Meets: 100% compliant with charter contract and laws or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audit/monitoring, including but not limited to policies, practices related to admission, collection & protection of student information, due process & civil liberties, discipline, appropriate use of federal funds, etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Submits required data and reports to UMSL	Meets: ≥ 90% submitted on time Partially Meets: ≥ 80% but < 90% submitted on time Does Not Meet: < 80% submitted on time	Documents submitted to UMSL	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Complies with DESE reporting requirements and requests, including Core Data Submissions and Tiered Monitoring requirements	Meets: 100% submitted on time Partially Meets: 1-3 items submitted late Does Not Meet: More than 3 items submitted late OR 1 or more items not submitted	Core Data, MOSIS, Tiered Monitoring, and other reporting systems utilized by DESE	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Teacher Retention	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Direction

Retains Teachers (code 60) who meet expectations	Exceeds: > 90% Meets: ≥ 80% retained Partially Meets: ≥ 70% retained Does Not Meet: < 70% retained	Percent of teachers (code 60) reported in the previous year's October Staff Assignment Report who meet expectations in the previous year's performance evaluation who are reported in the current year's October Staff Assignment Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Retains all Teachers (code 60)	Exceeds: ≥ 90% Meets: ≥ 70% retained Partially Meets: ≥ 60% retained Does Not Meet: < 60% retained	Percent of teachers (code 60) reported in the previous year's October Staff Assignment Report who are reported in the current year's October Staff Assignment Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Mission-Specific Operations and Org Compliance Goals	Targets and Ratings	Metric/Source	Previous Cycle	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Direction
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD


**Additional Notes:**

- Data is that which was available through June 15, 2025

- 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: \, /, --

**Cumulative Rating Scale:**  
 Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall  
 Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet  
 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years

## Appendix 5: Required Document Submissions

					
<b>Charter School Office</b> <b>Required Document Submissions SY25</b>					
Key/Directions for Required Document Submissions:					
<p><b>Blue Items:</b> Upload files highlighted in light blue to the shared Microsoft folder by the due date. Name the file by the "File Name for Upload" and upload into the appropriate month. Ensure the permissions allow Tad and I to view and download the document. If the file is uploaded after the due date, notify Tad by email so he will know to look for it.</p> <p><b>Green Items:</b> ONLY UPLOAD (as you would blue items) IF THEY ARE MATERIALLY CHANGED since you submitted this item in SY23 (marked yes in column G). Yes = Materially Changed; No = Not Materially Changed; N/A = Changes/Required annually.</p> <p><b>Yellow Items:</b> Files highlighted in light yellow will be reviewed on the school's website or other public domains, if available. If they are not available publicly, upload to the shared Microsoft folder by the due date as required for blue items.</p> <p><b>White Items:</b> Files/items not highlighted with a color will be reviewed onsite during a formal visit. The review will take place at a time scheduled with the Executive School Leader, or their designee. Please be prepared to share these items with Tad and/or Susan when they visit the school.</p> <p><b>All Items:</b> Provide updates, as things change. For example, if you add a new board member, provide a new Board of Directors Information document in the folder with the next upcoming due date, do not replace the original document uploaded.</p> <p>* This color system is also carried through on the Documentation Review sheets, which include more details about criteria and what will be reviewed onsite and through DESE. Please review these tabs to see more information about what we will be looking for.</p>					
Document	File Name for Upload	Due Date	Description and details, if needed	Certify if Materially Changed Since last Submission in SY23 (Yes = Materially Changed; No = Not Materially Changed)	Date Submitted
<b>Due Date 10/1/23:</b>					
Annual Budget	Annual Budget.1	10/1/23	Budget approved by 6/30/22 for SY23	N/A	
Board Documents	Board Packets	Every Month	Ensure UMSL CSO staff have access to all board meeting materials, in advance of board meetings. This can be achieved by including us on the Board meeting distribution list.	N/A	
Budget Amendments	Annual Budget.2 (or whatever number it is)	When board approved, place in folder with next due date	Budget amendments between 7/1/23 and 6/30/24, for SY24	N/A	
Financials - June through August		10/1/23		N/A	
Investment Information	Investment Information	10/1/23	Outline the schools' investments, how much is where?	New request this year	
Personnel Roster	Personnel Roster	10/1/23	List of all staff and positions, identifying who is in charge of financial compliance	N/A	
Articles of Incorporation	AOI	10/1/23	Most recent version	No	
Bank Account Information	Bank Info	10/1/23	Provide all bank account information. Identify where the state and federal funds are deposited, and describe how/where all funds in excess of \$250,000 are collateralized as required in 20c1140-2. RSMo 30.270 outlines the various types of legally acceptable collateral.	No	
Board Documents	Board Packets	Every Month	Ensure UMSL CSO staff have access to all board meeting materials, in advance of board meetings. This can be achieved by including us on the Board meeting distribution list.	No	
Curriculum		10/1/23	List/summarize the evidenced-based curriculum utilized for Communication Arts, Math, Science and Social Studies that, for each grade level, aligns to Missouri or applicable learning standards, student outcomes, and with the charter.	No	
MOGIS and Core Data Access	Data Access	10/1/23	Ensure UMSL staff have access and the appropriate people at the school have access	No	
Overall Schedule	Overall Schedule	10/1/23	Staff schedule/s showing sections of classes and plan times	No	
<b>Due Date 11/1/23:</b>					
PD Plan	PD Plan	10/1/23	Demonstrate how the school develops teachers in alignment with the charter and complies with required teacher trainings	No	
Scope and Sequence	S&S	10/1/23	Submit the Scope & Sequence for each content area and grade level	No	
Staff Coaching Plan (Recommended)	Coach Plan	10/1/23		No	
Teacher Evaluation Plan	Teacher Eval	10/1/23	The formal teacher evaluation plan, including blank teacher evaluation forms used in the process.	No	
Board Meeting Calendar	Board Calendar	10/1/23	List all scheduled board meeting and committee meeting dates, times and locations. Note: If these change or a special/additional board meeting is scheduled, notify our office at least 24 hours in advance.	N/A	
School Calendar	Calendar	10/1/23		N/A	
Title IX Training	T9 Training	10/1/23	Posted on website	No	
<b>Due Date 11/1/23:</b>					
Financials - September		11/1/23		N/A	
Internal Assessment Data - Fall	Internal Data - Fall (include requested info in this folder)	11/1/23	Provide summative reports printed from the academic assessment site to include aggregate achievement levels (as defined by the assessment) full school, by grade, by race, and by FRL. Provide reports from other assessment sites (if available - such as Panorama) to provide aggregated and disaggregated information, as available. Provide the analysis of these data provided to staff or board, and indicate how the school will respond to these data. The same data will be collected in June. Be prepared to provide growth data in the June submission indicating how many students met growth goals/grew at least one year.	N/A	
SPED Determination Letter for SY23	SPED Determination	11/1/23		N/A	
Closure Procedures	Closure Procedures	11/1/23	The school adopts the UMSL CSO Closure Policy and Checklist, as defined in the UMSL CSO Handbook; See RSMo 160.405.1(15)	No	
CSIP Submitted to DESE	CSIP	11/1/23	Provide the documents submitted to DESE for CSIP review. This may include response to standards, and the pre-planning guide for MSIP 6.	No	
Employee Handbook	Handbook Employee	11/1/23		No	
Student/Family Handbook (to include discipline policy)	Handbook Family	11/1/23		No	
Initial Enrollment Application	Enroll App - Initial	11/1/23	If the school has a two-step enrollment process including a more minimal initial application, this is part I. If the process is only one step and all documents and information are requested all at once, this is the only document required.	No	
Part II - Enrollment Application	Enroll App - Part II	11/1/23	Only required for a two-step process, where full documentation and information is requested after a student is enrolled based on the initial application.	No	
Enrollment Lottery Dates and Locations	Lottery Dates	11/1/23	In addition to posting on your website in an easily found manner, send UMSL an invite to any lottery held.	N/A	
<b>Due Date 12/1/23:</b>					
Assurance Statements	See Sheet	12/1/23	Complete the assurance list (to be provided by November 1), and type name of person completing the list at the bottom. This will take the place of the Charter School Assurance Checklist, which UMSL will submit on your behalf.	N/A	
Financials - October		12/1/23		N/A	
Insurance	Ins GL	12/1/23	Certificate of Insurance providing liability insurance to indemnify the school, its board, staff and teachers against tort claims. Include UM Curators, UMSL and its agents as Additional Named Insured on the school's liability insurance policy, as required by UMSL's contract. Also upload D&O, Employee Dishonesty/Crime, Professional Liability, Property, Worker's Comp	N/A	

Letter Showing December Tiered Monitoring Complete	Oct Tiered Monitor	When Available	Submit the letter stating all CAPS have been cleared.	N/A	
Agreement with Foundation/ Education Service Provider	Foundation Agreement	12/1/23	If you have an agreement or relationship with a foundation or an Education Service Provider, provide the agreement between the school and this entity. This includes an entity that shares resources/staff with the school or any provider that has control over the program or operations of the school.	No	
Board Bylaws	Board Bylaws	12/1/23	The most recent version, with date of board approval. Must include method for election of officers pursuant to section 355.326.	No	
Board Development Plan (Recommended)	Board Dev Plan	12/1/23		No	
Board Evaluation of School Leader	Board Leader Eval	12/1/23	The process the board implements to formally evaluate the school leader including process, timelines, goals, metrics, and outcomes.	No	
Board Information	Board Info	12/1/23	Provide the following information for each board member: contact information (email and phone preferred); board title/position; term start date, term end date, committees on which each serves.	No	
Board Orientation Process	Board Orientation	12/1/23	Describe the process for onboarding a new board member, including specific activities and documents provided.	No	
Board Policies	Board Policies	11/1/23	If the policies do not indicate the date of board approval, include minutes showing board approval. WHEN NEW POLICIES ARE ADOPTED, SUBMIT TO UMSL	No	
Board Resumes	Resume Name	12/1/23	Each board member's current resume	No	
Strategic Plan	Strategic Plan	12/1/23	The strategic plan of the board with annual strategic plan reviews and updates, including progress toward goals. Include the date and signatures showing board adoption and approval.	No	
<b>Due Date 2/1/24</b>					
Final Audit	Audit	2/1/24	Provide a copy of the board approved annual audit.	N/A	
Financials-November		2/1/24		N/A	
Financials-December		2/1/24		N/A	
Management Letter	Mgmt Letter	2/1/24	Provide a copy of the Management Letter from the financial audit.	N/A	
Publication of Audit	Publish Audit	2/1/24	MO charter law requires that schools publish their annual audit in a local newspaper or hardcopy print publication within 30 days of the audit's completion. Provide a copy of the notice as published.	N/A	
990	990	2/1/24		N/A	
Annual Debt Report	Debt Report	2/1/24	37.850 RSMo requires school districts to report all bonded indebtedness and requires charter schools to report all debt to the MAP Portal. Provide a copy of the submission receipt. If the school does not have any debt to report, this need not be done.	No	
Student Assessment Plan	Assess Plan	2/1/24	The plan for which assessments are used and how often. If it varies by grade level or content, indicate which are used when, by grade level and content. Include the big picture for both formative and summative assessments. Describe the plan's, policies, and procedures for assessment, data usage, means of assessment, etc. Demonstrate alignment to the Strategic Plan.	No	
Technology Plan (Recommended)	Tech Plan	2/1/24	Demonstrate alignment to other plans, adequate funding, input from stakeholders, and appropriate PD to support.	No	
<b>Due Date 3/1/24: Note that Thurma may request specific information, even if the certification indicates the process has not changed materially.</b>					
Letter Showing December Tiered Monitoring Complete	Dec Tiered Monitor	When Available	Submit the letter stating all CAPS have been cleared.	N/A	
Financials-January		3/1/24		N/A	

SPED Compliance Plan	SPED Plan	3/1/24	Provide the school's plan or the assurance provided to DESE stating the school uses DESE's plan, with date of Board adoption.	N/A	
Dyslexia Screening and Training Process	Dyslexia	3/1/24	As outlined in Section 167.950, RSMo	No	
ECSE	ECSE	3/1/24	Information Requested by Thurma	No	
Federal Programs-ELL	Federal Programs - ELL	3/1/24	Information Requested by Thurma	No	
Federal Programs-Homeless	Federal Programs - Homeless	3/1/24	Information Requested by Thurma	No	
Federal Programs-Title I	Federal Programs - Title I	3/1/24	Information Requested by Thurma and upload the requested attachments, if available: Title I Board Adopted Policies; Parents Right to Know; Parent Complaints; Parental Involvement; Parent-School Compact; LEA plan; Annual Parent Meeting Date and Agenda	No	
Literacy Supports	Literacy Supports	3/1/24	Information Requested by Thurma and upload the requested attachments, if available: a) Written literacy plan adopted by the board—including date of adoption; b) Reading success plan template; c) Literacy Screening assessment plan—including tools, timeline, responsible staff; d) Parent notification letter	No	
Math Supports	Math Supports	3/1/24	Information Requested by Thurma and upload the requested attachments, if available: a) Math intervention plan template; b) Math Screening assessment plan—including tools, timeline, responsible staff; c) Parent notification letter	No	
School Health and Nursing	School Health and Nursing	3/1/24	Information Requested by Thurma	No	
SEB Supports	SEB Supports	3/1/24	Information Requested by Thurma	No	
Seclusion and Restraint	Seclusion and Restraint	3/1/24	Information Requested by Thurma and upload the requested attachments, if available: a) Board Adopted Policy for use of Seclusion and Restraint; b) Procedures for documenting the use of seclusion or restraint; c) Procedures for reporting to DESE incidents of seclusion/restraint	No	
Spec Ed Review	Spec Ed Review	3/1/24	Information Requested by Thurma	No	
SST	SST	3/1/24	Complete the form uploaded into the February Folder and upload the requested attachments, if available: a) Written SST procedures or policies; b) SST referral form; c) Training agenda and date for staff trainings on SST or MTSS	No	
<b>Due Date 4/1/24</b>					
Emergency Drill Calendar	Emergency Drills	4/1/24	List the dates for planned emergency drills: fire, earthquake, tornado and active shooter/ intruder response.	N/A	
Financials - February		4/1/24		N/A	
Food Administrative Review	Admin Review Food CAPS	4/1/24	Submit initial results of Food Administrative Review that outlines CAPS.	N/A	
Food Administrative Final Letter	Admin Review Food Final	4/1/24	Submit final letter of determination of Food Administrative Review.	N/A	
Food Procurement Review	Procure Review Food CAPS	4/1/24	Submit initial results of Food Procurement Reviews that outlines CAPS.	N/A	
Food Procurement Final Letter	Procure Review Food Final	4/1/24	Submit final letter of determination of Food Procurement Review.	N/A	
Transportation Procedures	Transportation	4/1/24	If applicable	No	
Publication of Annual Report Card and APR		4/1/24	160.518, complete and distribute an annual report card as prescribed in section 160.522, which shall also include a statement that background checks have been completed on the charter school's board members	N/A	
<b>Due Date 6/15/24</b>					
3-5 Year Budget	Budget Projection	6/15/23	Provide a comprehensive budget for the upcoming 3-5 school years.	N/A	
Board Training/PD Log	Board Training	6/15/23	List each board member and training completed.	N/A	

<a href="#">Board Self-Assessment</a>	Board Self-Assess	6/15/23	Submit the tool used, and a summary of the results.	N/A	
<a href="#">Cash Flow Analysis and Projection</a>	Cash Flow	6/15/23	Provide a cash flow analysis for the current school year and a projection for the following school year.	N/A	
<a href="#">Culture and Climate Surveys</a>	Surveys	6/15/23	Surveys of staff and families are required in your charter contract. Submit data from a confidential survey of your parents and staff that gives them an opportunity to provide feedback on the school. Provide summative reports printed from the assessment site to include aggregate data if available. If the assessment is created internally, provide summative reports of aggregate data. Provide any analysis of these data that you provide to staff or board, and indicate how you will respond to these data. Also submit the forms provided to each stakeholder group. Place all reports in a Culture and Climate Surveys folder	N/A	
<a href="#">Financials - March and April (and May when board approved)</a>		6/15/23		N/A	
<a href="#">Internal Assessment Data - EOY</a>	Internal Data - EOY (include requested info in this folder)	6/15/23	Provide summative reports printed from the academic assessment site to include school wide achievement levels (as defined by the assessment), and achievement by grade, race, and FRL. Provide reports from other assessment sites (if available - such as Panorama) to provide aggregated and disaggregated information, as available.  Provide any analysis of these data that you provide to staff or board, and indicate how you will respond to these data. Include how EOY data compares to the initial data collected at the beginning of the school year. Indicate how many students met growth goals/grew at least one year. This is a requirement of your contract with UMSEL.	N/A	
<a href="#">Letter Showing April Tiers Monitoring Complete</a>	April Tiered Monitor	When Available	Submit the letter stating all CAPS have been cleared.	N/A	
<a href="#">Letter Showing SPED Monitoring Complete</a>	SPED Monitor	When Available	Submit the letter stating all CAPS have been cleared.	N/A	
<a href="#">Strategic Plan Update</a>	Strat Plan - Update	6/15/23	Provide the final annual update on progress made on the strategic plan in SY24.	N/A	
<a href="#">Summative Data Analyses</a>	Summative Data Analysis	6/15/23 (or 9/1/23 at the latest)	Provide an annual self-analysis of the school's data, focusing on academic growth for each school year. Schools are encouraged to provide all analyses of data that demonstrate the successes of the school in all domains (academic, socio-emotional, leadership, teacher growth, community outreach, parent engagement, etc.) This is required in your charter contract.	N/A	
<a href="#">Curriculum Update</a>	Curr Update	6/15/23	Provide an update on progress made in developing or updating curriculum, if changes have been made over the course of the year. What curriculum or instructional revisions have been made over the past year due to the school's performance data?	No	
					Total
					Percent

## Appendix 6: Required Policies

Required Policies: SY24		
Policy Required		
Assure that either a policy is in place or that the law is complied with through other means		
Common Title	May also be titled	Statute Reference
<b>SECTION 1: BOARD GOVERNANCE</b>		
Bylaws		§ 160.405, RSMo; see also Chapter 355, RSMo
Conflict of Interest Policy		§ 160.400.15
Sunshine Law Policy	Governing Board Records Policy	Chapter 610, RSMo
Nepotism Policy		Missouri Constitution Article VII, § 6
Prohibited Expenditures Policy		§ 115.646, RSMo
<b>SECTION 2: BOARD FINANCE</b>		
Annual Operating Budget Policy	Budget Development Policy	§ 160.417, RSMo
Audit and Financial Statements Policy	Audit and Reporting Policy	§ 160.405, RSMo
Authorized Signatures Policy		
Federal Fiscal Compliance Policy	Grants and Federal Fiscal Compliance Policy	Every Student Succeeds Act
Investment Policy		§ 67.085, RSMo
Procurement Policy		Code of Federal Regulations
School Accounting System Policy		§ 160.405, RSMo
Cash Management Procedure		2 CFR 200
Expense Allowability Procedure		2 CFR 200
<b>SECTION 3: HUMAN RESOURCES</b>		
Background Check Policy		§43.540, RSMo; § 168.133
Drug Free Workplace Policy		Federal Drug Free Workplace Act of 1988; § 105.110, RSMo
Employee Alcohol and Drug Testing Policy		Required in tandem with drug free workplace policy
Employee Information Sharing Policy	Former Employees Policy; Employee Reference Policy	§ 162.068, RSMo
Equal Employment Opportunity Policy		Missouri Human Rights Act (Chapter 213, RSMo); Title VII of the Civil Rights Act of 1964; Americans with Disabilities Act; Age Discrimination in Employment Act; Rehabilitation Act of 1973; Equal Pay Act and § § 291.400-460, RSMo; Pregnancy Discrimination Act
Family and Medical Leave Act Policy		Federal Family and Medical Leave Act

Harassment Policy	Prohibition against Discrimination, Harassment and Retaliation Policy	<i>Missouri Human Rights Act (Chapter 213, RSMo); Title VII of the Civil Rights Act of 1964; Americans with Disabilities Act; Age Discrimination in Employment Act; Rehabilitation Act of 1973; Equal Pay Act and § 291.400-460, RSMo; Pregnancy Discrimination Act</i>
Missouri Victims' Economic Security and Safety Act Policy		<i>§ 285.630, RSMo</i>
Personnel Evaluations Policy		
Wage and Hour Requirements Policy		<i>Federal Fair Labor Standards Act</i>
<b>SECTION 4: SCHOOL OPERATIONS</b>		
Age Criteria for Kindergarten Admission Policy	Entrance Age Policy	<i>§ 160.053, RSMo</i>
Communicable Diseases Policy		<i>§ 167.191, RSMo; § 160.405, RSMo; Civil Rights Act; Americans with Disabilities Act</i>
Community Engagement Policy		<i>§ 162.058, RSMo</i>
Digitization of Board Records (founding documents, legal documents, minutes, all financial documents)		Required by UMSL policies - in alignment with the closure process
Digitization of Student Records		Required by UMSL policies - in alignment with the closure process
Digitization of Personnel Records		Required by UMSL policies - in alignment with the closure process
Discipline Policy		<i>§ 160.405, RSMo; § 167.117, RSMo</i>
Distribution of Medicine Policy		<i>§ 167.627; § 167.627, RSMo</i>
Drug Free School Policy		<i>§ 161.504, RSMo</i>
Employee-Student Communication Policy		<i>§ 162.069, RSMo</i>
Enrollment Policy	School Admissions Policy	<i>Required by UMSL policies - in alignment with charter contract</i>
Equal Educational Opportunity Policy	Accommodations of Students with Disabilities	<i>The Individuals with Disabilities Education Act, The Education for All Handicapped Students Act of 1975, The Rehabilitation Act of 1973, Section 504, and Missouri Special Education Services requirements found in sections 162.670 - .995, RSMo</i>
FERPA		
HIPAA		
Immunizations Policy		<i>§ 167.181, RSMo; § 210.003, RSMo</i>



Local Educational Agency Title I.A Parental Involvement Policy and School Title I.A Parental Involvement Policy		<i>Every Student Succeeds Act</i>
Missouri Student Religious Liberties Act Policy	Religious Liberty Policy	§ 160.2500, RSMo
Parents and Student Complaints and Grievances Policy		§ 160.405, RSMo; Policy and procedures are required in your charter
Program for Homeless Students Policy	Homeless Policy	<i>McKinney-Vento Homeless Assistance Act</i>
Record Retention Policy		§ 109.2555, RSMo; Required by UMSL policies
Reporting of Child Abuse and Neglect Policy	Mandatory Reporting Policy	§ 210.115, RSMo
Seclusion, Restraint and Corporal Punishment Policy	Seclusion, Isolation and Restraint Policy	§ 160.263, RSMo
Student Educational Records Policy	Student Records Policy	<i>Family and Educational Privacy Act and the Safe Schools Act; 167.027 (SPED records)</i>
Student Safety Policy		<i>Every Student Succeeds Act (required only if have more than one school)</i>
Surveying, analyzing, or evaluating students policy	PPRA	20 U.S.C § 1232h(b)
Title I Policy		<i>Every Student Succeeds Act of 2015</i>
Title IX Sexual Harassment Policy		<i>Title IX of the Education Amendments of 1972</i>
Volunteers and Chaperones Policy	Visitors Policy	§ 168.133
Weapons at School Policy		§ 571.03, RSMo
Active Shooter Training and Drills Policy		§ 170.315, RSMo
Annual Performance Report Information Policy		§ 162.084, RSMo
Civil Rights, Title IX, Section 504 Policy		<i>Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; Age Discrimination Act of 1985</i>
Eye Protection Policy		§ 170.005, RSMo
Get the Lead Out of School Drinking Water Act Policy		§ 160.077, RSMo
Health Information Records Policy		<i>Family Educational Rights and Privacy Act; Individuals with Disabilities Act; Section 504 of the Rehabilitation Act of 1973</i>
Identification Cards Policy		§ 170.048, RSMo
Interstate Compact on Educational Opportunity for Military Children Policy		§ 160.2000, RSMo

Migrant Procedure		<i>Every Student Succeeds Act</i>
Mental Health Awareness Training Policy		§ 170.307, <i>RSMo</i>
Official School Year And School Day Policy		§ 171.031, <i>RSMo</i>
Organ, Eye, and Tissue Donation Policy		§ 170.311, <i>RSMo</i>
Public Inspection Policy		§ § 160.066 and 160.410, <i>RSMo</i>
School Annual Report Policy		§ 160.522, <i>RSMo</i>
School Attendance Policy		§ 167.031, <i>RSMo</i>
School Safety Plan and Emergency Closing Procedures Policy		§ 160.480, <i>RSMo</i>
Strip Searches Policy		§ 167.166, <i>RSMo</i>
Student and Classroom Observations Policy		<i>Federal Family Education Rights and Privacy Act</i>
Student Fees Policy		§ 160.415.11, <i>RSMo</i>
Student Group Use of Facilities Policy		<i>Equal Access Act of 1984</i>
Students of Legal Age Policy		<i>Family Education Rights and Privacy Act</i>
Technology Acceptable Use Policy (recommended)		§ 182.827, <i>RSMo</i>
Textbooks Policy		§ 170.051, <i>RSMo</i>
Will's Law Policy		§ 167.625, <i>RSMo</i>
<b>SECTION 5: EDUCATIONAL INSTRUCTION</b>		
Missouri Course Access and Virtual School Program Policy		§ 161.670, <i>RSMo</i>
Braille Instruction Policy		§ 167.225, <i>RSMo</i>
Course Requirements – Constitution, American History, Missouri Government, Civics Policy		§ 170.011 and 170.345, <i>RSMo</i>
Dyslexia Screening Policy		§ 167.950, <i>RSMo</i>
English Language Learners (ELL) Policy		<i>Title VI of the Civil Rights Act</i>
Human Sexuality And Sexually Transmitted Diseases Instruction Policy		§ 170.015, <i>RSMo</i>
Instruction for Students with Disabilities Policy		§ 162.670-162.995, <i>RSMo</i>
Physiology Textbook Policy		§ 170.031, <i>RSMo</i>
Reading Assessment Policy		§ 167.645, <i>RSMo</i>
Reading Instruction Policy		§ 170.014, <i>RSMo</i>
Reading Success Plan Policy		§ 167.645, <i>RSMo</i>
Services for Students with Disabilities Policy		§ 162.670-162.995, <i>RSMo</i>

## Appendix 7: UMSL Annual Review Standards and Report Summary Template



Charter School Office  
 <LEA>: Contract Term SYXX-SYXX

STANDARDS	SYXX RATING
<b>I. ACADEMIC PERFORMANCE</b>	
State and Federal Accountability	TBD
Academic Proficiency	TBD
Academic Growth	TBD
<b>II. FINANCE</b>	
Near-Term Financial Health	TBD
Financial Sustainability Measures	TBD
Financial Operations	TBD
<b>III. LEARNING ENVIRONMENT</b>	
School Environment	TBD
Education Program Compliance	TBD
Student Rights and Requirements	TBD
School-Specific Goals	TBD
<b>IV. GOVERNANCE</b>	
Effective Governance Practices	TBD
School Leader Accountability	TBD
Compliance and Reporting	TBD
<b>V. OPERATIONS AND ORGANIZATIONAL</b>	
Requirements	TBD
Compliance and Reporting	TBD
School-Specific Goals	TBD

RATING	DESCRIPTION
Exceeds	The school is exceeding expectations and showing exemplary performance. This rating only applies to academic performance.
Meets	The school generally meets the criterion, is performing well, is meeting expectations for performance, and/or minor concern(s) are noted.
Partially Meets	The school meets some aspects of the criterion, but not others and/or moderate concern(s) are noted.
Does Not Meet	The school 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.

I. ACADEMIC PERFORMANCE												
STANDARDS	INDICATORS/ MEASURES	Metric/Source	PERFORMANCE DURING CONTRACT							Cumulative Rating	Direction	Notes
			Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29				
State and Federal Accountability	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes	
Federal Compliance	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Meets all requirements of federal programs, as indicated through DESE monitoring systems	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD		
ESSA Designation	Meets: Not designated as a comprehensive or targeted school Partially Meets: Designated as a Targeted School Does Not Meet: Designated as a Comprehensive School	Not identified DESE as a Comprehensive or Targeted school	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD		
State Rating-APR	Exceeds: > 85% Meets: > 70% Partially Meets: 50% - 69% Does Not Meet: < 50%	As calculated through the DESE MSIP program	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD		
Academic Achievement	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes	
ELA: Achievement (All Students) * N/A for LEAs with ≥ 85% Student Group	Exceeds: MPI > DESE Target Level Meets: MPI > DESE On Track Level OR improved by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD		
ELA: Achievement (Student Groups)	Partially Meets: MPI > DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year Does Not Meet: MPI > DESE Floor Level AND did not improve by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD		
ELA: Achievement Comparison to SLPS	Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds SLPS by > 5 points	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD		
ELA: Achievement Comparison to SLPS (Student Groups)	Partially Meets: MPI is within 5 points of SLPS Does Not Meet: MPI is not within 5 points of SLPS	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD		
ELA: Achievement Comparison	Exceeds: MPI exceeds 3+ comp schools by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points	As reported in the MSIP6 District/Charter APR Summary Report * Comp Schools are -	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD		

ELA: Achievement Comparison (Student Groups) * Comp Schools are -	Partially Meets: MPI is within 5 points of or exceeds MPI of 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Math: Achievement (All Students) * N/A for LEAs with ≥ 85% Student Groups	Exceeds: MPI > DESE Target Level Meets: MPI > DESE On Track Level OR improved by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Math: Achievement (Student Groups)	Partially Meets: MPI > DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year Does Not Meet: MPI > DESE Floor Level AND did not improve by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Math: Achievement Comparison to SLPS	Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds SLPS by > 5 points	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Math: Achievement Comparison to SLPS (Student Groups)	Partially Meets: MPI is within 5 points of SLPS Does Not Meet: MPI is not within 5 points of SLPS	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Math: Achievement Comparison * Comp Schools are -	Exceeds: MPI exceeds 3+ comp schools by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Math: Achievement Comparison (Student Groups) * Comp Schools are -	Partially Meets: MPI is within 5 points of or exceeds 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Science: Achievement (All Students) * N/A for LEAs with ≥ 85% Student Groups	Exceeds: MPI > DESE Target Level Meets: MPI > DESE On Track Level OR improved by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Science: Achievement (Student Groups)	Partially Meets: MPI > DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year Does Not Meet: MPI > DESE Floor Level AND did not improve by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Science: Achievement Comparison to SLPS	Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds SLPS by > 5 points	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Science: Achievement Comparison to SLPS (Student Groups)	Partially Meets: MPI is within 5 points of SLPS Does Not Meet: MPI is not within 5 points of SLPS	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Science: Achievement Comparison * Comp Schools are -	Exceeds: MPI exceeds 3+ comp schools by 20 points or more Meets: MPI exceeds 3+ comp schools by > 5 points	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

ELA: Growth Statistical Significance Category (All)	Exceeds: Above Average Meets: Average and meets or exceeds Achievement Comparison to Comp Schools Partially Meets: Average and Partially Meets Achievement Comparison to Comp Schools Does Not Meet: Below Average	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
ELA: Growth Statistical Significance Category (Student Groups)	Exceeds: Above Average Meets: Average and meets or exceeds Achievement Comparison to Comp Schools Partially Meets: Average and Partially Meets Achievement Comparison to Comp Schools Does Not Meet: Below Average	As reported on the District Report Card issued by DESE	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Math: Growth Statistical Significance Category (All)	Exceeds: Above Average Meets: Average and meets or exceeds Achievement Comparison to Comp Schools Partially Meets: Average and Partially Meets Achievement Comparison to Comp Schools Does Not Meet: Below Average	As reported in the MSIP6 District/Charter APR Summary Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Math: Growth Statistical Significance Category (Student Groups)	Exceeds: Above Average Meets: Average and meets or exceeds Achievement Comparison to Comp Schools Partially Meets: Average and Partially Meets Achievement Comparison to Comp Schools Does Not Meet: Below Average	As reported on the District Report Card issued by DESE	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Mission-Specific Academic Goals	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Additional Notes: N/A

- Data is that which was available through June 15, 2025

- 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: ↘, ↗, ↔

- Long-term progress is defined as making progress in MPI from start of contract to current year as outlined in targets (i.e. from SY25 to SY29, increase by 15 MPI points - an average of 3/year).

Cumulative Rating Scale:

Meets: Consistently meets target, year over year OR meets or exceeds in at least one of the last two years, and demonstrates a positive trend overall OR makes appropriate long-term progress, as defined above

Partially Meets: Does not make appropriate long-term progress, as defined above, AND consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets OR positive trend from does not meet

Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years

B. FINANCE											
STANDARDS		INDICATORS/ MEASURES		PERFORMANCE DURING CONTRACT							
Non-Term Measures	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY29	Cumulative Rating	Direction	Notes
Current Ratio	Meets > 1.1, OR < 1.1 due to major capital expense Partially Meets < 1.0 and > 0.9 Far Below Standards < 0.9	Current Assets/Current Liabilities per audited financials and ASBR	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Debt Default	Meets: No defaults and not delinquent on debt service payments Far Below Standards: One or more loan defaults and/or delinquent on debt service payments.	Number of loan payments missed or loans defaulted, as reported by the LEA	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Student Attendance	Meets > 90% Partially Meets > 85% and < 90% Far Below Standards < 85%	Proportional Attendance Rate as reported on the District Report Card issued by DESE	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Student Enrollment Variance	Meets > 95% Partially Meets > 85% and < 95% Far Below Standards < 85%	Actual Enrollment (October Count)/Projected Enrollment in Charter	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Sustainability Measures	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY29	Cumulative Rating	Direction	Notes
Debt to Asset Ratio	Meets < 0.9 Partially Meets > 0.9 and < 1.0 Far Below Standards > 1.0	Total Liabilities/Total Assets per audited financials	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Percentage Fund Balance	Exceeds > 25% Meets < 25% and > 10% Partially Meets > 3% and < 10% Far Below Standards < 3%	(Assets-Expenses)/Expenses per audited financials and ASBR	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Expenditures Less than Receipts for the Fiscal Year	Meets < 1 Partially Meets > 1	Expenditures/Revenue per audited financials and ASBR	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Financial Operations	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY29	Cumulative Rating	Direction	Notes
Meets financial reporting and compliance requirements	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring; including but not limited to, submitting a board-approved audit conducted by an independent auditor to DESE and published as required, submitting an accurate ASBR by August 15; posting financial ledgers on website as required, maintain appropriate fiscal records, etc.	TBD	#REF!	TBD	TBD	TBD	TBD	TBD	TBD	

Operates in a fiscally sound and appropriate manner, assessing and maintaining adequate fiscal health	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring; including but not limited to, establishing budgets, setting fiscal policy, producing regular financial statements, ensuring board review and oversight of payments (check register and credit card statements), and paying all obligations in a timely manner	TBD	#REF!	TBD	TBD	TBD	TBD	TBD	TBD	
Mission-Specific Finance Goals	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY29	Cumulative Rating	Direction	Notes
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	

Additional Notes: N/A

- Data is that which was available through June 15, 2025  
 - 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: \, /, --

Cumulative Rating Scale:  
 Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall  
 Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet  
 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years

III. LEARNING ENVIRONMENT											
STANDARDS	INDICATORS/ MEASURES										
School Environment	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Complies with facilities and transportation requirements	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring, including but not limited to, ADA, inspections and records, permits, and transportation etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Meets all state and local standards relative to health and safety; maintains a clean and safe environment that supports the educational mission of the school	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with all local health, state and federal requirements, all disaster preparation requirements	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Student Retention	Exceeds: ≥ 90% retained Meets: ≥ 80% retained Partially Meets: ≥ 75% retained Does Not Meet: < 70% retained	Percent of students reported in the previous year's October Report who are reported in the current year's October Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Education Program Compliance	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Implements the material terms of the education program as defined in the current charter contract	Meets: School program is as described in charter and to parents Partially Meets: Most, but not all elements are as described Does Not Meet: Many elements are not as described	The charter is implemented as described in the charter contract and as described to families	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Complies with applicable education requirements	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring, including but not limited to, instructional days, graduation requirements, MLS, assessments, ESSA, screenings such as Dyslexia, McKinney-Vento, etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	

Student Rights and Requirements	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Protects the rights of all students - program	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, all state and federal requirements and guidelines regarding services to students, including, but not limited to all title programs; career and technical education; food service; and services for foster, homeless, and immigrant students.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Protects the rights of students with disabilities	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring, including but not limited to policies, practices related to IDEA and Section 504	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Protects the rights of English Language Learner (ELL) students	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/monitoring, including but not limited to policies, practices related to Title VI of the Civil Rights Act	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Mission-Specific Learning Environment Goals	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	

**Additional Notes:**

- 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: \, /, ↔

Cumulative Rating Scale:  
 Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall  
 Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet  
 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years

IV. GOVERNANCE											
STANDARDS		INDICATORS/ MEASURES									
State and Federal Accountability	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Operates in the best interest of its students and mission	Meets: 100% of decisions support the mission with evidence of strong governance and strategic planning Partially Meets: 100% of decisions support the mission OR evidence of strong governance and strategic planning lacking Does Not Meet: The board does not have a clear and united mission OR governing plan	Board decisions are directly connected to the mission of the school	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Meets: ≥ 90% of members attend and actively participate in 80% of meetings Partially Meets: ≥ 80% of members attend and actively participate in 80% of meetings Does Not Meet: < 80% of members attend and actively participate in 80% of meetings	% attendance and active participation in meetings	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Meets: 100% Compliance or in the process of being corrected through CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law, including but not limited to, developing, revising, and following required board policies and bylaws; complying with open meeting laws, completing conflict of interest statements; following code of ethics; following bylaws; holding meetings; etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Trains and Develops the Board	Meets: 100% of new board members receive the required training and 100% of returning board members complete at least 1 hour of annual training Partially Meets: < 100% of new board members receive the required training OR < 100% of returning board members complete at least 1 hour of annual training Does Not Meet: The board does not have a program for onboarding new members and/or training for returning board members	All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy, and conflict of interest within their first year of service, and continual training throughout their service (6 hours/year)	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Meets: 100% Compliance or in the process of being corrected through CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract and laws for nonprofits and school boards and develops practices to ensure the board is held accountable to effective governance. This includes but is not limited to: annual board self-assessment, board goals, board committees, maintaining required insurance, and establishing and monitoring the strategic plan.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Meets: No conflicts of interest Does Not Meet: Conflict of interest is evident	School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Monitors School Performance and Compliance	Meets: 100% Compliance Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	The Board requires and analyzes reports to monitor academic, financial and operational performance and compliance including accountability tracking documents, enrollment/attendance, academic achievement, etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Meets: Executive Leader evaluated and demonstrates effective leadership Does Not Meet: Executive School Leader is not evaluated or does not demonstrate effective leadership	The Board implements a transparent process for evaluating the school leader that includes evaluation of progress made on yearly school goals	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Meets: 100% Compliance Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	The Board requires and analyzes reports to monitor academic, financial and operational performance and compliance including accountability tracking documents, enrollment/attendance, academic achievement, etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
School Leader Accountability	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Holds Management Accountable	Meets: Executive Leader evaluated and demonstrates effective leadership Does Not Meet: Executive School Leader is not evaluated or does not demonstrate effective leadership	The Board implements a transparent process for evaluating the school leader that includes evaluation of progress made on yearly school goals	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Meets: 100% Compliance Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	The Board requires and analyzes reports to monitor academic, financial and operational performance and compliance including accountability tracking documents, enrollment/attendance, academic achievement, etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Meets: 100% Compliance Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	The Board requires and analyzes reports to monitor academic, financial and operational performance and compliance including accountability tracking documents, enrollment/attendance, academic achievement, etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Compliance and Reporting	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes



Consistently abide by all Missouri laws	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Materially Compliant	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Maintains appropriate records	Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Governance records and documentation are appropriately created and maintained	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Communicates with UMSL	Meets: 100% of significant issues were communicated in a timely manner Does Not Meet: < 100% of significant issues were communicated in a timely manner	The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Mission-Specific Governance Goals	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Direction
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

**Additional Notes:**

- Data is that which was available through June 15, 2025  
 - 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: -, +, ++  
 Cumulative Rating Scale:  
 Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall  
 Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet  
 Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years



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**V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE**

STANDARDS		INDICATORS/MEASURES									
Employee Rights and Requirements	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Notes
Respects employees' rights	Meets: 100% compliant or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/ monitoring, including but not limited to policies, practices related to hiring, professional development, evaluation, collection and protection of personnel information, etc. Also review complaints filed.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Completes Required Background Checks and FCSR	Meets: 100% complete Does Not Meet: < 100% complete	Assurance Statement	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Meets teacher and other staff credentialing requirements	Meets: ≥ 80% core positions certified Does Not Meet: < 80% core positions certified	As reported in the October Staff Assignment Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Compliance and Reporting	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Direction
Protects the rights of all students - operations	Meets: 100% compliant with charter contract and laws or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met	Compliant with charter contract, laws, and in DESE audits/ monitoring, including but not limited to policies, practices related to admission, collection & protection of student information, due process & civil liberties, discipline, appropriate use of federal funds, etc.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Submits required data and reports to UMSL	Meets: ≥ 90% submitted on time Partially Meets: ≥ 80% but < 90% submitted on time Does Not Meet: < 80% submitted on time	Documents submitted to UMSL	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Complies with DESE reporting requirements and requests, including Core Data Submissions and Tiered Monitoring requirements	Meets: 100% submitted on time Partially Meets: 1-3 items submitted late Does Not Meet: More than 3 items submitted late OR 1 or more items not submitted	Core Data, MOSIS, Tiered Monitoring, and other reporting systems utilized by DESE	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
Teacher Retention	Targets and Ratings	Metric/Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Direction

Retains Teachers (code 60) who meet expectations	Exceeds: > 90% Meets: ≥ 85% retained Partially Meets: ≥ 75% retained Does Not Meet: < 75% retained	Percent of teachers (code 60) reported in the previous year's October Staff Assignment Report who meet expectations in the previous year's performance evaluation who are reported in the current year's October Staff Assignment Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Retains all Teachers (code 60)	Exceeds: ≥ 80% Meets: ≥ 70% retained Partially Meets: ≥ 60% retained Does Not Meet: < 60% retained	Percent of teachers (code 60) reported in the previous year's October Staff Assignment Report who are reported in the current year's October Staff Assignment Report	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Mission-Specific Operations and Org Compliance Goals	Targets and Ratings	Metric Source	Previous Contract	SY 25	SY 26	SY 27	SY 28	SY 29	Cumulative Rating	Direction	Direction
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Additional Notes:											
<p>- Data is that which was available through June 15, 2025</p> <p>- 5-year information is provided for the purpose of determining direction/trend from 1st year of contract to current year: ↘, ↗, ↔</p> <p>Cumulative Rating Scale:  Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall  Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet  Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years</p>											

**Appendix 8: School Improvement Plan Template**



**<Name of School> SCHOOL IMPROVEMENT PLAN SYXX**

<p><b>Goal 1: Measurable Outcomes: 1) FY15 MAP MPI results will be: CA: XXX MA: XXX SCI: XXX</b></p> <p><b>2) Student Group scores will continue to improve in _____</b></p> <p><b>3) Student Group scores will reach XXX or greater in _____.</b></p>				
<b>Strategic Action 1:</b>				<b>Monitoring</b>
Action Step: General-1 •	Task 1:	Due Date:	Person responsible	
	Task 2:	Due Date:		
	Task 3:	Due Date:		
Action Step: General-2	Task 1:	Due Date:	Person responsible	

•	Task 2:	Due Date:		
	Task 3:	Due Date:		
	Task 4:	Due Date:		
Action Step: General-3 •	Task 1:	Due Date:	Person responsible	
	Task 2:	Due Date:		
	Task 3:	Due Date:		
	Task 4:	Due Date:		
Action Step: Literacy-1 •	Task 1:	Due Date:	Person responsible	
	Task 2:	Due Date:		
	Task 3:	Due Date:		
Action Step: Math-1 •	Task 1:	Due Date:	Person responsible	
	Task 2:	Due Date:		
	Task 3:	Due Date:		
<b>Strategic Action 2:</b>				<b>Monitoring</b>
Action Step 1 •	Task 1:	Due Date:	Person responsible	
	Task 2:	Due Date:		
	Task 3:	Due Date:		
	Task 4:	Due Date:		

	Task 5:	Due Date:		
	Task 6:	Due Date:		
<b>Strategic Action 3:</b>				<b>Monitoring</b>
Action Step 1 ○	Task 1:	Due Date:	Person responsible	
	Task 2:	Due Date:		
	Task 3:	Due Date:		
Action Step 2 ●	Task 1:	Due Date:	Person responsible	
	Task 2:	Due Date:		
	Task 3:	Due Date:		
Action Step 1 ●	Task 1:	Due Date:	Person responsible	
	Task 2:	Due Date:		
	Task 3:	Due Date:		
<b>Goal 2: Measurable Outcome:</b>				
<b>Strategic Action 1:</b>				<b>Monitoring</b>
Action Step 1	Task 1:	Due Date:	Person responsible	
	Task 2:	Due Date:		
	Task 3:	Due Date:		
Action Step 2	Task 1:	Due Date:	Person responsible	
	Task 2:	Due Date:		

Action Step 3	Task 1:	Due Date:	Person responsible	
	Task 2:	Due Date:		
	Task 3:			

**Ancillary Goals**

In addition to meeting the above goals related to student achievement and attendance, UMSL will monitor <name of school>'s efforts to address the following areas for improvement as presented and clarified in its FY14 Annual Review. The board and school leadership team will be expected to document these efforts.

- 1.

***Appendix 9: UMSL Renewal Application***

## RENEWAL APPLICATION <Name of School> SYXX-SYXX

### General Information and Timing

A charter school seeking renewal with the UMSL CSO will submit a Renewal Application as outlined herein, by June 30 of the second-to-last contract year. All applicable data and files gathered by the UMSL CSO as part of our monitoring processes will be used where applicable.

This Renewal Application, together with the Charter School Contract and attached exhibits, shall be considered the charter for the school years beginning July 1, 20XX and ending June 30, 20XX.

### Summary of Timeline\* for Renewal:

Month/Date	Action	Responsible Party
2/20 of Second-to-Last Contract Year	Step 1: Initial Renewal Meeting with the School	UMSL and LEA
5/30 of Second-to-Last Contract Year	Step 2: Review of Cumulative Performance Report and Invitation to Renew	UMSL
6/30 of Second-to-Last Contract Year	Step 3: LEA Submits UMSL's Renewal Application	LEA
8/15 of Last Contract Year	Step 4: UMSL Review and Renewal Decision	UMSL
9/15 of Last Contract Year	Step 5: Prepare and Submit Renewal Application to DESE	Prepare: LEA Submit: UMSL
November of Last Contract Year	Step 6: DESE Review and State Board Approval	DESE and SBOE (LEA and UMSL present at SBOE meeting)
December of Last Contract Year	Step 7: UMSL Charter School Contract Renewal	UMSL and LEA

*\*This is an approximation aimed to provide support and guidance to all parties. Additional factors may impact the timeline.*

### Prior to Submitting Renewal Application

Prior to submitting this Renewal Application the charter school and the UMSL CSO will have completed the following steps:

- **Step 1:** Initial Renewal Meeting with the School
- **Step 2:** Review of Cumulative Performance Report and Invitation to Renew

<b>INTRODUCTION</b>			
	<b>Minimum Requirements</b>	<b>Met or Not Met</b>	<b>Notes</b>
Context	Provide general context for the school.		
Highlights	Provide the highlights of the school over the last charter term. Describe how the school has achieved, adapted, or adjusted to become an even better version of itself.		
Assurance Statement	Assure that the original charter application plus amendments approved by UMSL are accurate and current.		

<b>A. EDUCATION PLAN</b>			
	<b>Minimum Requirements</b>	<b>Met or Not Met</b>	<b>Notes</b>
A.1 Mission, Vision, Philosophy	List mission, vision, and philosophy and discuss how/if it is changed for the next contract term. Provide reasoning for the change.		
A.2 Student Population, Recruitment and Enrollment	Outline grades to be served, # sections per grade, and projected enrollment for the next charter term.		
	If recruitment practices are changed for the next contract term, submit the plan and reasoning for the change.		





A.3 School Climate and Culture	Summarize the school culture and climate, including discipline, and how it is promoted to the community. Reflect (with evidence) on successes and areas for growth, and plans to improve or sustain practices in the coming charter term.		
A.4 Curriculum and Instruction	Summarize the curriculum and instructional practices for the coming contract term. Reflect (with evidence) on successes and areas for growth, and plans to improve or sustain practices in the coming charter term.		
	Summarize practices to identify and support students not effectively accessing the curriculum and instruction. Discuss how/if it is changed for the next contract term. Provide reasoning for the change.		
A.5 Assessment	Summarize the assessment plan for the coming contract term. Discuss how/if it is changed for the next contract term. Provide reasoning for the change.		
A.6 Professional Development	Summarize the professional development plan for the coming contract term. Reflect (with evidence) on successes and areas for growth, and plans to improve or sustain practices in the coming charter term.		
A.7 Performance Goals	Submit specific performance goals to be included in the Charter School Contract (in		



	addition to UMSL’s Performance Framework), with an explanation of how these goals were set and the process for re-evaluating goals. Include academic goals and mission-specific goals, at a minimum.		
A.8 Special Student Populations	Submit plans to serve special student populations, if changed. Provide reasoning for the change.		
A.9 Optional Programs	Submit plans for optional programs, if changed. Provide reasoning for the change.		
A.9.1 Career Education			
A.9.2 Virtual Education			
A.9.3 Gifted Education			
A.9.4 High-Risk Alternative School			
A.9.5 Higher Education Affiliation			

<b>B. MANAGEMENT AND OPERATIONS</b>			
	<b>Minimum Requirements</b>	<b>Met or Not Met</b>	<b>Notes</b>
B.1 Governance, Management, and Operations	Summarize the Board’s self-assessment of their effectiveness in governing the school; managing the school leader; and oversight. Include their plans for the coming contract term (may include expansion of the board, changing the structures of the board, etc.).		
B.2 Governing Board Composition and Corporate Organization	Describe the board’s philosophy and approach to governance for the coming contract term; include their skills, how they will function effectively as a board, and the process they will use to develop strategic plans.		
B.3 Staffing Plan	Submit the staffing plan for the coming contract term. Summarize the management and operational structure and where key priorities are assigned. Discuss how/if it is changed for the next contract term. Provide reasoning for the change.		
	Summarize both governance and leadership sustainability plans.		
B.4 Financial Operations and Data Management	Submit plans for financial operations and data management, if changed. Provide reasoning for the change.		

B.5 Contracted Services	Submit plans for contracted services, if changed. Provide reasoning for the change.		
B.6 Stakeholder Engagement	Summarize how the school engages all stakeholders in governance, operations, decision-making, and the education of children; include how community outreach and partnerships align with the mission of the school.		
B.7 Educational Service Provider (ESP)	Submit contract with ESP, if applicable.		
B.8 Partnership Beyond the School	Summarize the school’s impact beyond the school: how has the school disseminated best and promising practices to other schools? This may include hosting other educators at your school, presenting at conferences, partnerships with other schools, or sharing resources and programs.		
B.9 Plans for Expansion or Replication	Summarize the school’s plan for expansion and replication		
B.10 Closure Plan	Provide an assurance that the school will utilize UMSL’s Closure Plan, as outlined in the UMSL CSO Handbook.		



<b>C. FACILITY AND BUDGET</b>			
	<b>Minimum Requirements</b>	<b>Met or Not Met</b>	<b>Notes</b>
C.1 Facility	Submit plans for facilities, if changed. Provide reasoning for the change.		
C.2 Budget	Submit a budget for the number of years this contract will serve (5 or 10 years)		
C.3 Transportation	Submit plans for transportation, if changed. Provide reasoning for the change.		

<b>D. ASSESSMENT OF PROGRESS</b>			
	<b>Minimum Requirements</b>	<b>Met or Not Met</b>	<b>Notes</b>
D.1 Performance Contract Assessment	<p>For any indicator or measure on the most recent Annual Review that the school did not earn a meets or exceeds provide:</p> <ul style="list-style-type: none"> <li>● an analysis explaining why the school is not meeting or exceeding,</li> <li>● any actions already taken to address the indicator or measure, and</li> <li>● an explanation and timeline for how the school plans to address those areas in the next charter term.</li> </ul>		





In closing, offer any other information to make your case for renewal, outlining the promise of the coming Charter Contract, and making clear the program you will offer the students and families of the City of St. Louis.

## ***Appendix 10: UMSL Revocation Hearing Procedures***



### **CHARTER SCHOOL CONTRACT REVOCATION HEARING PROCEDURES**

In accordance with the provisions of RSMo Section 160.405.8(4), the following procedures are established for the purpose of conducting administrative hearings to determine whether a Charter School Contract, entered into by The Curators of the University of Missouri on behalf of the University of Missouri–St. Louis (hereinafter referred to as "University"), and a Missouri Nonprofit Corporation public charter school, should be revoked.

#### **Necessity of Request for Hearing**

If the charter school submits a timely, written request for a hearing to the UMSL Charter Schools Office Executive Director (hereinafter referred to as "Relator"), the procedures outlined herein shall apply to the conduct of such a hearing. Failure of the charter school to make a written request for a hearing within the time specified in said written notice of proposed revocation, shall constitute a waiver of the charter school's right to a hearing before the hearing panel.

#### **Necessity of Answer**

If the charter school contests any of the reasons for the proposed revocation contained in the notice of proposed revocation, it must file a written answer specifying those reasons being contested and setting forth its reasons for contending that such proposed revocation is inappropriate. Such a written answer must be provided to the Relator no later than five calendar days prior to the date of the hearing. The charter school's failure to file such an answer shall constitute an admission of the accuracy and legitimacy of the reasons for the proposed revocation contained in the notice of proposed revocation.

#### **Appointment of and Role of Hearing Panel**

The Chancellor shall appoint a hearing panel, to be comprised of University employees, not exceeding three in number, and shall designate one such employee as the chair of the hearing panel.

If a timely, written request for a hearing has been submitted by the charter school, the hearing panel shall conduct a hearing and, based upon the information presented at such hearing, shall make a written recommendation, which shall include the hearing panel's findings and its recommendation to the Chancellor as to whether the Charter School Contract should or should not be revoked consistent with the provisions of RSMo Section 160.405.8.

#### Hearing Procedure

If a timely, written request for a hearing has been submitted by the charter school, the Relator shall send via mail or email a written notice to the charter school specifying the date, time and place of such hearing. The hearing shall be held not more than fourteen days after the written request for a hearing has been received by the Relator unless, for good cause shown, the hearing is continued by the chair of the hearing panel.

The chair of the hearing panel shall preside at the hearing, shall call the roll of the hearing panel, shall ascertain the presence or absence of a representative of the charter school, including its attorney, and the presence or absence of the Relator, including his or her attorney. Unless such reading is waived by the charter school, the chair shall read the Notice of Hearing, shall read the grounds for revocation stated in the written Notice of Proposed Revocation, and shall read any written Answer submitted on behalf of the charter school.

The hearing shall be recorded, either by court reporter or otherwise, and shall be open to the public.

#### Burden of Proof and Rules of Evidence

The burden of demonstrating the existence of one or more of the alleged reasons for revoking a Charter School Contract shall rest with the Relator. Formal rules of evidence shall not be required.

#### Opening Statements

The Relator shall make opening remarks outlining the grounds for the proposed revocation of the Charter School Contract. The representative of the charter school may also make opening remarks and may elect to do so either immediately following the opening remarks of the Relator or at the close of the Relator's presentation.

#### Relator's Evidence

The Relator may call witnesses and may present written information at the hearing as deemed appropriate by the hearing panel. Witnesses called by the Relator may be

questioned by the charter school's representative and/or by the members of the hearing panel.

#### Charter School's Evidence

The charter school may call witnesses and may present written information at the hearing as deemed appropriate by the hearing panel. Witnesses called by the charter school may be questioned by the Relator and/or by the members of the hearing panel.

#### Rebuttal Evidence

The hearing panel shall permit the Relator and/or the charter school to present additional information in rebuttal of the other's presentation.

#### Authority of the Hearing Panel

The hearing panel shall have the authority:

- To determine relevancy and admissibility of any evidence offered by the Relator and/or the charter school;
- To permit a stipulation of facts agreed to by the Relator and the charter school;
- To permit the incorporation into the record by reference of any document, affidavit or exhibit produced at the hearing and available for the Relator and the charter school to examine and comment upon;
- To request the attendance of witnesses in addition to those witnesses called by the Relator or the charter school;
- To dismiss any person from the hearing who interferes with or obstructs the hearing or who fails to abide by the rulings of the hearing panel or its chair; and
- To have present a legal advisor to the hearing panel, who shall be designated by the University's General Counsel.

#### Relator and Charter School's Rights Upon Hearing

In addition to other rights specified herein, the Relator and the charter school shall have the following rights in connection with a hearing:

- To be present at the hearing, which right is deemed waived by failure to appear for such hearing;
- To have present at the hearing any legal or other advisor or counselor, to consult with such advisor or counselor during the hearing and to have such advisor or counselor participate in the questioning of witnesses and make statements on their behalf;
- To hear or examine evidence presented by the other;
- To question witnesses present and testifying on behalf of the other or witnesses present and testifying at the request of the hearing panel; and
- To be informed in writing of the hearing panel's recommendation to the Chancellor.

#### Findings and Recommendations by the Hearing Panel

The hearing panel shall meet in executive session, outside the presence of the Relator and the charter school representative, shall discuss the evidence presented at the hearing and, by a majority vote of the members of the hearing panel, shall reach its findings and recommendations regarding the proposed action. The hearing panel shall reduce its findings and recommendations to writing and shall transmit the same to the Chancellor within ten (10) days after the hearing, with a copy of such written findings and recommendations being provided to the Relator and the charter school.

#### Determination by Chancellor

The Chancellor shall make a determination in the matter after giving due consideration to the findings and recommendations of the hearing panel. Upon reaching that determination, the Chancellor shall notify the Relator and the charter school in writing of the determination and disposition.

#### Right to Appeal to State Board of Education

- In accordance with the provisions of Section 160.405.8 (4) a final decision on the revocation of a Charter School Contract is subject to an appeal to the state board of education, which shall determine whether the charter shall be revoked.

# Appendix 11: Closure Checklist

School Closure Checklist						
Transition Team: In support of the closure process, the Transition Team includes the following members: CEO Executive Director, CEO Assistant Director, CFO Financial and Student Support Consultants. If necessary, additional consultants will support the process.						
Area	Question/Required Submission	Person Responsible or N/A	Answer/Certification that Submission Meets Requirements/Documentation of Required Activity	Due Date (may vary depending on date of revocation/ non-renewal); green is after closure	NOTES	Complete/ Partially Complete/ Not Complete
Calendar of Events	Submit to UMEL documentation that students, staff and families were notified of the new reassignment to close within 30 days of the decision being made.			November 15 of final FY		
	What is the last day for students to attend the LEA?			November 15 of final FY		
	What is the last day for faculty to be employed by the LEA?			November 15 of final FY		
	What is the last day administrative offices will be open?			November 15 of final FY		
	When must the closing school vacate the building?			November 15 of final FY		
Student Transition	Submit to UMEL a list of students' and parents' names, phone numbers, addresses, and MOGIF numbers (students enrolled on January 1 of the final year of operation).			January 15 of final FY		
	The school shall meet individually with families and students on hold evening school-site sessions to discuss options and process for applying to different school options: magnet, private/public, other charter schools, and SLPS.			January 30 of final FY		
	Coordinate events hosted to support students' transfers to new schools. This must include hosting a school fair during which representatives from other schools are invited to share information about their schools with students and families.			March 1 of final FY		
	The school must provide 1:1 support to each student who has not yet enrolled in another school by March 1 of the final FY to ensure that placement has been made by the end of the school year.			April 1 of final FY		
	Submit to UMEL documentation of all events and activities hosted to support student transfers to new schools.			May 1 of final FY		
	Submit to UMEL documentation of efforts for students to attend summer school in the summer of the final FY.			May 1 of final FY		
	Submit to UMEL a spreadsheet of when each student is transferring for the school year after closure.			June 1 of final FY		
Student Records	Identify staff members to process and document current transfer requests. Ensure a comprehensive list of each student's new school is maintained. Notify UMEL, and what date will this person continue to provide the records for transfer?			November 15 of final FY		
	Identify who will be the person in charge of processing and documenting transfer requests continues to provide the records for transfer?			November 15 of final FY		
	What is the projected date to transfer records to SLPS?			November 15 of final FY		
	Provide documentation of contact with SLPS regarding transferring records.			November 15 of final FY		
	Review all current and past student records (enrollment, transfer records, FERPs, health, etc.), ensure that all student records are complete and located in a secure location (look here for guidance: <a href="http://www.mo.gov/communicationsandcommunity/healthschool.pdf">http://www.mo.gov/communicationsandcommunity/healthschool.pdf</a> ), ensure that all student records will be made final/complete with the SCOP records of the final FY, provide an outline of what is included in each record, develop a plan to have these fully digitized (if not already) by June 1 of the final FY.			February 1 of final FY		
	Submit to UMEL documentation that all current student records and past student records are complete, digitized, and located in a secure location.			June 1 of final FY		
	Submit to UMEL documentation that all student-related records for retention and historical accessibility have been transferred to the local school district as required under the Public School Records Retention Schedule (PSRR) (current 159.255, RSMo 2009).			June 15 of final FY		
Business and Personnel Records	When will last check be issued to staff for the closure year?			November 15 of final FY		
	When will insurance benefits for current staff end for the closure year?			November 15 of final FY		
	Who will complete AZER and when will that occur (due August 15, after final FY).			November 15 of final FY		
	Who will complete Final Financial Report (Due November 1, after final FY)?			November 15 of final FY		
	Identify who will complete the Federal Final Expenditure Reports (FERs) for the funds and special education funds (will need to be done immediately after receipt of last federal funds).			November 15 of final FY		
	Submit a list of all CARES, ARP, Community (any COVID-related) grant funds from each FER, as well as FERs. Identify who will complete the FERs for these funds. (will need to be done immediately after receipt of last funds).			November 15 of final FY		
	Identify where the all business/financial records reside after closure (SLPS will take these), notify UMEL of the name and contact information for the person maintaining these records.			November 15 of final FY		
	Identify who will complete all financial and business obligations after the close of the school's academic and physical programs.			November 15 of final FY		
	Identify who will be submitting and certifying the Item CORE DATA and attaching any "warnings" that are issued regarding the data.			November 15 of final FY		
	Submit documentation showing independent audit and 990 for the final FY and, if necessary the year after that has been conducted out (cannot be the same company that does financial books during school year) with timeline for completion.			December 1 of final FY		
	Develop a plan to digitize all current and past personnel records (must include employment verification and PD participation), the plan must identify who will do this work and how they will ensure that all staff records are complete and located in a secure location; the plan must also define what will be included in each record.			December 1 of final FY		
	Submit an digitized format to UMEL all business and financial records required by the Secretary of State's Office for local LEA's. This includes, but is not limited to: 501(c)3 docs, board list and contact information, description of 501(c)3 with role, and articles of incorporation.			Once distribution of the 5010 is complete		
	Submit Documentation federal FERs were completed for the final FY			June 15 of final FY	This will be done with oversight of Financial Consultant	
	Submit Documentation special related FERs were completed for FY 22			June 15 of final FY	This will be done with oversight of Financial Consultant	
	Submit documentation that all SY 22 case data reports have been submitted to DESK without errors			June 15 of final FY	This will be done with oversight of Assistant Director	
	Ensure personnel records include, at minimum: appointments, negotiations, law of succession, promotion, salary history, years of service, and all accumulative leave. (Look here for guidance: <a href="http://www.mo.gov/communicationsandcommunity/General.pdf">http://www.mo.gov/communicationsandcommunity/General.pdf</a> )			June 15 of final FY		
	Complete FER separation letters for each employee			June 30 of final FY		
Submit to UMEL digitized personnel records			June 30 of final FY			
Submit to UMEL FER separation letters for each employee			August 31 of FY after final FY			
Submit to UMEL the final school year AZER			November 2 of FY after final FY	This will be done with oversight of Financial Consultant		
Submit Documentation Final Financial Report (Due November 1, 2022) is completed. Open up an 1-800-800-3333 Helpline will provide paper copy in August if you contact her at 573-751-4402.			January 30 of FY after final FY	This will be done with oversight of Assistant Director		
Submit final independent audit and 990, and documentation the audit was uploaded to DESK and published as required			January 30 of FY after final FY	This will be done with oversight of Financial Consultant		
An independent audit shall be conducted for any remaining funds if more than three (3) months lapse from the official closure of the charter school. For the year after closure, submit independent audit and 990.			June 30 of FY after final FY	This will be done with oversight of Financial Consultant		
A charter school must notify all of its financial obligors within twelve months of a notification of closure as stated in subsection 9 of section 160.405, RSMo. After satisfaction of all its financial obligations, any remaining state and federal funds shall be returned to the Department of Elementary and Secondary Education for disposition as stated in subsection (17) of subsection 1 of section 160.405.			June 30 of FY after final FY	This will be done with oversight of Financial Consultant		

Disposition of Assets	Identify who will prepare a complete inventory of physical assets (all items purchased with state or federal funds) with source of funding (CDE, state, FPEI, CARES, etc.)			November 15 of final FY	
	Does the sponsor have temporary facilities located for storage if necessary?			November 15 of final FY	
	Develop plan for physical assets not claimed through the lottery process (no items may be thrown away). Any remaining other assets, including those acquired through donations, gifts, or grants, or other sources, shall be disposed of upon direction of the school's board in accordance with the articles of incorporation of the school and the Missouri Nonprofit Corporation Act.			November 15 of final FY	
	Submit complete inventory of physical assets with source of funding to UMSEL (must include all physical items purchased with local, state, and federal funds)			January 15 of final FY	
	Identify team to sort and distribute physical assets purchased with state and federal funds			January 15 of final FY	
	Create web of physical assets for distribution by lottery (i.e. set of 10 Clacomb-locks, single number-wad, set of 25 math textbooks), create list of location of such items to be used in lottery			June 5 of final FY	Date may need to be adjusted
	Distribute list of web of physical assets to eligible schools (for example, make them only available to state schools, DESE items follow the bid) when possible, CDE items go to charter schools if possible			June 7 of final FY	This will be done with oversight by Assistant Director
	Receive written reports from LEAs interested in acquiring inventory items for equipment or materials			June 10 of final FY	
	Conduct lottery of web of physical assets and notify schools of items allocated to each school			June 12 of final FY	This will be done with oversight by Assistant Director
	Supervise the distribution of physical assets documenting distribution			June 13/20 of final FY	This will be done with oversight by Assistant Director
LEA Website	How long will the LEA website will be posted and information updated, opening people will be made aware of how to access student and personal information (18 months after closure at minimum)? By Whom?			November 15 of final FY	
LEA Board	Identify the phone number and name to be listed to answer questions. School officials/sponsors have done this in the past.			November 15 of final FY	
	What is the LEA Board plan/intent to describe the corporation?			November 15 of final FY	
	Who will lead the process to describe the corporation?			November 15 of final FY	
	Develop a plan to digitize all current and past web records; the plan must identify who will do this work and how they will ensure that all records are complete and located in a secure location; the plan must also outline what will be deleted.			November 15 of final FY	
Financial Assets	Who will be listed as the contact person for the board?			November 15 of final FY	
	Submit digitized board records to UMSEL			Upon final distribution of the bond/corporation	
	What is the projected balance left at the end of the closure?			November 15 of final FY	
	Is any debt projected that cannot be paid? If so, submit to UMSEL (who will provide to DESE) a contact person and their contact information to be provided to DESE. DESE will not assume any debt. Any repayments of state funds go through Office of Administration.			November 15 of final FY	
	Submit quarterly accountability report (1 of year after closure) on receipts and expenditures and bank statements for the closing charter school account.			November 1 of FY after final FY	This will be done with oversight by Financial Consultant
	Submit documentation that all contract vendors have notified of the school's closure			January 15 of final FY	
Final Payments	Submit quarterly accountability report (2 of year after closure) on receipts and expenditures and bank statements for the closing charter school account.			April 1 of FY after final FY	This will be done with oversight by Financial Consultant
	Submit quarterly accountability report (4 of year after closure) on receipts and expenditures and bank statements for the closing charter school account.			June 30 of FY after final FY	This will be done with oversight by Financial Consultant
	Submit certification that all uncollected financial assets were returned to DESE			June 30 of FY after final FY	
	The closing school acknowledges the last state fund payment will be on June 30, 2022.			November 15 of final FY	
	The closing school commits to making every effort to collect all federal payments prior to the close of the final school year. If payments are expected to be distributed after June 30, 2022, identify who will be responsible for managing these funds.			November 15 of final FY	
Note that if the due date does not fall on a regular business day, the date will be adjusted to the next business day.					