



Missouri

Charter Public School Commission

**Charter School Application
2016-2017**

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A.1 Mission, Vision, Philosophy and Goals

Applicant Instructions

State the school's mission and briefly present your vision for how the school will operate. Describe the school's educational foundation and the culture or ethos. Include 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.

Evaluation Criteria

A response that meets the standard will:

- Present a compelling 1-2 sentence mission statement that defines the purpose of the school;
- Present a coherent and concise description of the school's education philosophy and if applicable, innovation. Address what makes this proposed school unique from already available public school options.
- Address the school's target population and how this specific school will meet the needs of the target population.
- Present a coherent and concise vision of school operation as well as what the school will look like in 5 years and 10 years if it is achieving its mission.
- Present a coherent and concise summary of the school's performance goals over the term of the charter. (A comprehensive description will be in A.7.)

STATUTORY REFERENCE(S): 160.405.1, 160.405.1 (1)

A.2 Curriculum and Instruction

Applicant Instructions

Provide a description of the curriculum development process and curriculum to be used by the school, including measurable objectives and subject area content and skills for each grade level. Show how the curriculum aligns with the Missouri Learning Standards. Discuss the specific strategies that will be relevant or necessary to successfully implement the curriculum. Discuss how curriculum and instruction needs are reflected in plans for the training of new teachers and ongoing professional development.

Indicate if the charter school intends to use curriculum that has already been developed or if the school intends to develop core curriculum following MOSBOE approval. For new models, reference and explain supporting research verifying how your approach will achieve your anticipated outcome for the targeted student population.

Required Exhibit

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.

Evaluation Criteria

A response that meets the standard will:

- Identify the school's philosophical approach to educating students, ensuring that priorities are meaningful, manageable, measurable, and focused on improving student outcomes;
- Be consistent with the school's mission, education program design;
- Present a clear and coherent framework for teaching and learning—particularly in core academic areas—and will demonstrate alignment with Missouri Learning Standards;
- Demonstrate understanding of relevant instructional strategies consistent with the school's philosophical approach to educating students;
- Describe the process for developing the scope and sequence for core academic subjects over the next 3-5 years 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 for and communicated to teachers including timelines and benchmarks;
- Present a coherent process for professional development that is likely to support effective development and implementation of the education program: and
- Describes how staff development needs will be assessed.

A.3 Assessing Student Performance

Applicant Instructions

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.

Describe the school's approach to student assessment.

Explain how the school will evaluate progress of individual students, (including subgroups), grade levels, cohorts over time, and the school as a whole toward meeting this 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.

In particular, describe how the school will determine proficiency (by grade, achievement level, or grouping level) for mathematics, communication arts, science and social studies. For high school courses, describe the school's plan for developing and using end of course assessments. For alternative high schools, describe how course credit will be earned (see section A.9.4.)

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 and overall educational priorities;
- Represent a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, 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; and
- Demonstrate understanding of and commitment to compliance with assessment requirements applicable to all Missouri public schools consistent with state law and relevant policies of the State Board of Education including the Missouri Assessment Programs, as applicable. Present clear criteria for promotion from one level to the next, and for graduation.
- Present clear criteria for promotion from one level to the next, and for graduation.

STATUTORY REFERENCE(S): 160.405.5(2); 160.405.5 (6); 160.518

A.4 School Calendar and Daily Schedule

Applicant Instructions

Present the school calendar showing the number of days the school will be in session and sample daily class schedules showing daily hours of operation and allocation of time for core instruction, supplemental instruction, extra-curricular activity, and after-school activities, as applicable.

Describe how the calendar and daily schedule support the education philosophy and academic strategy of this school.

Describe a “day in the life” of a student who attends this school.

Required Exhibits

- Sample Daily Schedule for one grade in each grade level at which the school intends to operate (elementary, middle and/or high school)
- Annual Calendar for the first year of operation

Evaluation Criteria

A response that meets the standard will

- Satisfy the requirement for a full school term as defined in 160.011;
- Comply with minimum requirements for the number of school days and hours pursuant to 160.041;
- Align with the school’s educational mission and goals; and
- Provide, in advance, for the makeup of a minimum of six inclement weather closure days pursuant to 171.033.2

STATUTORY REFERENCE(S): 160.405.1

A.5 Target Population

Applicant Instructions

Complete an Anticipated Enrollment Table for each year of the school's proposed charter. This section should describe the target population of the school and should explain how the proposed mission, curriculum, teaching methods and services align with the educational needs of that population.

Address attrition and mobility of students. Discuss admission policy for grades above entry level.

Note on "Dropout and High-Risk Populations:" An "high-risk" student is one who is at least one year behind in satisfactory completion of course work or obtaining credits for graduation, pregnant or a parent, homeless or has been homeless sometime within the preceding six months, has limited English proficiency, has been suspended from school three or more times, is eligible for free or reduced-price school lunch, or has been referred by the school district or other charter schools recommended for enrollment in an alternative program. To the extent that the applicants intend to serve a high dropout and/or at-risk population, the response should focus on this group, in particular.

Alternative Schools should also see section A.9.4.

Evaluation Criteria

A response that meets the standard will

- Present evidence to indicate that the enrollment projections by grade and school-wide for each year of the charter are realistic; and
- Present demographic data verifying the identified target population the school intends to serve;
- Demonstrate a clear understanding of the target population the school intends to serve;
- Present a persuasive explanation of how the proposed mission, curriculum, teaching methods and services will meet the needs of the target population
- For high-risk: describe how school will be verify students as high-risk for enrollment

STATUTORY REFERENCE(S): 160.405.2(4); 160.405.1

A.6 Special Student Populations

Applicant Instructions

LEAs are required to provide programs of instruction suitable for the full range of student ability, from handicapped and disadvantaged learners through those who are academically advanced.

Verify an understanding of state and federal special education requirements as well as describe the school's plan for educating children with special needs, particularly those with limited English proficiency and those identified with disabilities. Describe the school's plan for educating children with gifted needs, including children with limited English proficiency.

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. In addition, explain how the school's curriculum and approach to instruction will be designed or adapted to serve those students.

Furthermore, all public schools must comply with the McKinney-Vento Assistance Act for all students who have been identified as homeless.

Evaluation Criteria

A response that meets the standard will:

- Demonstrate understanding of and 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;
- Indicate a commitment to serving the full range of needs of students with disabilities, special needs and 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
- Provide identified gifted/talented students with instructional objectives and strategies that are appropriate to their identified needs and are provided on a continuing basis as these students progress through the grades
- Demonstrate understanding of and capacity to meet state and federal requirements regarding identification and education of the likely ELL population;
- Indicate a commitment to serving the homeless as required by McKinney Vento;
- Indicate a commitment to ensure section 504 of the Rehabilitation Act of 1973;
- Describe plan for students requiring transportation due to Individual Education Plan.
- Describe contingency plan for students requiring transportation, due to Individual Education Plan.

STATUTORY REFERENCE(S): 160.405.1(2), 160.405.5(7), 167.020

A.7 School-Specific Goals and Objectives

Applicant Instructions

Applicants are encouraged to review Appendix C, Sample Goals, prior to completing this section.

Charter public schools are subject to sponsor, state and federal accountability requirements. In addition to the legal charter agreement with a sponsor, the charter performance contract will include a set of core educational performance expectations that reflect state accountability requirements and negotiated performance expectations. In addition to those standard requirements, schools may have goals that are particular to the school's educational philosophy and organizational priorities. When setting goals, it is critical to consider:

- Goals are written in the SMART format as described below.
- Goals represent a commitment on the part of the school to meet or exceed sponsor standards for performance areas of Missouri state accountability and align with the school mission and model.
- The school leaders and founders set ambitious goals for student performance but shy away from setting lofty expectations that lack baseline performance data for the proposed student population to establish legitimate, meaningful goals.
- School leaders and founders also set organizational and management goals for the school in order to address matters such as finances, facilities and other operational management; leadership, governance and personnel; attendance and retention rates; strength of community; parent satisfaction and market demand.

Well-developed school-specific goals will be SMART (**see samples in Appendix C**):

- **S**pecific (targeted subject, grade level, students population)
- **M**asurable (based on identified indicators, baseline and expected performance levels - absolute and/or growth - and a reliable measurement instrument)
- **A**mbitious and attainable (both aspirational and realistic)
- **R**elevant (to your mission and to identified need)
- **T**ime-bound (a defined duration of time)

A note on the term "measurable:" Charter schools goals can be based on the use of any valid and reliable assessment, in addition to state's required assessment.

A note on the term "time-bound:" State statute provides charter schools with the flexibility of determining the length of time to accomplish the school's goals. Charter terms are for five (5) years. For any goal longer than five years (e.g. college completion), the school must provide an additional measurement for a time period less than 5 years related to the goal.

Applicants must identify at least two key academic goals and two non-academic goals (and a total

of no more than twelve goals) for which the school plans to hold itself accountable. Explain how those align with the school's mission, the proposed educational program, the statewide accountability system. Describe how the school's goals support the state's goal that all Missouri students will graduate career and college ready.¹

Applicants proposing alternative credit programs within their model should refer to A.9.4 when completing this section.

In addition to academic goals, the school may also developed goals around areas such as curriculum development, alignment of curriculum and instruction with state and authorizer standards, professional development, teacher retention, attendance and re-enrollment, financial management and solvency, governance, parent and community involvement and satisfaction, student engagement to include attendance, target reenrollment rate and satisfaction, and any other aspects of the program that are unique and essential to the school (e.g. service learning, multicultural education, outdoor education, foreign language acquisition, project-based learning, etc.) Specific measures and metrics for monitoring these additional goals are to be included.

Required Document:

- Performance contract developed with sponsor (for submission to the State Board of Education.)

Required Exhibits:

- Identify two comparative public schools (charter or district) within the district with similar grade configuration, model and target population. These "peer schools" should match your models as close as possible. Provide student and academic performance data.
- Schools may wish to identify an additional high-performing public school within Missouri as an "aspirational peer." Grade configuration and model should match as close as possible. Provide student and academic performance data. Explain why you chose this school.

Evaluation Criteria

A response that meets the standard will:

- Align with the school's mission and educational program;
- Define at least two academic and two non-academic goals and objectives that are specific, measurable, ambitious and attainable, relevant and time-bound;
- Set specific measures for sub-group population if it differs significantly from the school's overall population;
- Set high standards for student learning;

STATUTORY REFERENCE(S): 160.405.1(1); 160.405.5(6).

¹ Read more about Top 10 By 20 at: <http://dese.mo.gov/top-10-by-20>

A.8 School Climate and Culture

Applicant Instructions

Describe the school's 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 that supports fulfillment of the educational goals and how they are reflected in the education philosophy of the school.

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

Explain the school's student behavior philosophy and discipline policy or code of conduct for both the general student population and for students with special needs. The full discipline policy should be included as an attachment if already developed.

Required Exhibits:

- Student discipline policy
- Student handbook (if available)

Evaluation Criteria

A response that meets the standard will

- Describe the school's culture (expectations) and climate (ethos).
- Describe how the school will promote the culture and climate with students, but also with board members, faculty, staff, parents, community and vendors.
- Describe the interpersonal relations and social interactions, and organizational processes and structures of this school.
- 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.
- Include evidence that the school will ensure a safe environment conducive to learning.
- Comply with all laws and regulations relating to student discipline under 160.261 and notification of criminal conduct under 168.071

STATUTORY REFERENCE(S): 160.405.2

A.9. 1 Charter Management Organization/University Partnership - Optional

All applicants are asked to declare whether they intend to contract with an education service provider (ESP) or charter management organization (CMO.) The term “education service provider” or “charter management organization” refers to any number of organizations that contract with the governing board of a school to provide comprehensive services.

University Partnership refers to schools that are operated by or in conjunction with a university. Applications for an elementary or secondary school operated in association with a university, college, or other teacher education institution and used for the training of future teachers, educational experimentation, educational research, and professional development are considered university partnerships.

After making the initial declaration, applicants should complete the remainder of the section only if the school expects to contract with an ESP/CMO or if the school is partnering with a university.

Applicant Instructions

If the school expects to contract for services with an education service provider or university, discuss the school’s decision to work with an ESP/CMO/university, in general, and the selected ESP/CMO/university, in particular. Describe the planned relationship between the school and the ESP/CMO/university and how that relationship will further the school’s mission and program. Provide a clear description of the services to be provided by the ESP/CMO/university. Describe the ESP/CMO/university’s roles and responsibilities in relation to the school’s management and governing board. Describe the school’s performance expectations for the ESP/CMO/university. Discuss how the school evaluates the ESP/CMO/university’s performance.

Required Exhibits

- Background information on the ESP/CMO/university including relevant performance data for other schools that the ESP/CMO/university has managed
- A list of any other schools managed by the ESP/CMO/university in the state of Missouri with contact information
- The services agreement as executed between the governing board and the ESP/CMO/university (or template version if not yet executed)
- Term Sheet

Evaluation Criteria

The response should present a clear picture of the contractual relationship and accountability between the ESP/CMO/university and the school's governing board that is consistent with the school's mission and educational program. A response that meets the standard will:

- Provide persuasive explanation of the reasons for contracting with an ESP/CMO/university, in general, and this provider, in particular;
- Provide sense of how the proposed relationship with the ESP/CMO/university will further the school's mission and program;
- Provide evidence of ESP/CMO/university's success in serving students population similar to target population
- Provide clear description of the services to be provided by the ESP/CMO/university;
- Provide coherent delineation of the roles and responsibilities between the school's governing board, management and the ESP/CMO/university; and
- Provide ESP/CMO/university performance expectations that are consistent with the school's accountability requirements and the means by which the board will hold the ESP/CMO/university accountable for meeting those expectations.
- Disclose and explain any termination or nonrenewal of contracts for equivalent services for any other charter public schools in the U.S. within the past 5 years.

STATUTORY REFERENCE(S): 160.405.1(5)

A.9.2 Career and Technical Education – Optional for High School

Applicant Instructions

Applicants who intend to operate career education programs must complete the Application for Approval of Career Education Programs. Schools seeking funding under the Carl D. Perkins Career and Technical Education Act of 2006 must have the previously mentioned items plus, the applicant should:

- Provide the rationale for the program. Include results of community-based assessments, student interest survey data, advisory committee recommendations, and needs identified by business and industry/employment outlook. *Note: The student interest survey data must be derived from Missouri Connections or a similar student interest assessment.*
- List the program goals and objectives in measurable terms.
- Provide a topical outline of major units of instruction in the proposed program.
- Identify program instructional contact hours, course sequence, and grade levels (if applicable).
- Identify major methods of instructional delivery (laboratory, classroom, project-based, problem-based, etc.)
- Identify the Career and Technical Student Organization and describe how it will be used to support curriculum, instruction, and assessment.
- Identify postsecondary partners and/or business/ apprenticeship partners. Provide a brief summary of possible postsecondary articulation agreements/dual credit agreements and/or partnership agreements that will be put in place once program/course is operational.
- Identify and describe opportunities for assisting students in transitions to the workplace or continued education through such activities as experiential education, cooperative education, internships, apprenticeships, job shadowing, and job placement.
- Identify the assessment plan to measure student progress including competency achievement. Identify the plan for evaluating the effectiveness of the program, including evaluation instrument(s) used, methods of evaluation, and how results will be used for program improvement. For secondary level programs, identify the process for including program improvements in the charter public school's improvement plan.

Evaluation Criteria

A response that meets the standard will:

- Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations;
- Present measurable program goals and objectives;
- Present learning objectives, content, credits and skills appropriate for the

anticipated student populations, that are aligned with Show-Me Standards, , , Missouri Learning Standards, and appropriate business/ industry standards;

- Include convincing plan for transitioning students to work, further training, or higher education;
- Include a complete assessment plan to measure student progress; and
- Include a complete plan for evaluating the effectiveness of the program.

Affirmation that a local plan will be submitted will adhere to all the rules and regulations of the Carl D. Perkins Career and Technical Education Act of 2006 and will meet the core indicators of performances, such as:

- Attainment of challenging academic content standards and academic achievement standards;
- Attainment of career and technical skill proficiencies;
- Attainment of a secondary diploma or equivalency, a proficiency credential, certificate, or degree in conjunction with a secondary school diploma;
- Graduation rates;
- Placement in postsecondary education or advanced training, in military service, or in employment; and
- Participation in and completion of career and technical education programs that lead to non- traditional fields.

STATUTORY REFERENCE(S): 160.405.2

A.9.3 Virtual Programs – Optional

Applicant Instructions

Only charter public schools wishing to operate virtual programs (in part or in whole) must complete this section.

162.1250 (3) allows LEA's to receive state school funding for resident students who are enrolled in the LEA and who are taking a virtual course offered by the school district. For funding, the virtual classes must:

- Have a contact teacher with a valid Missouri teaching certificate assigned to interact with students of virtual courses
- Utilize appropriate content-specific tools and software
- Make orientation training available for teachers, instructors, and students as needed
- State and make privacy policies available to teachers, instructors, and students
- State academic integrity and Internet etiquette expectations regarding lesson activities, discussions, electronic communications, and plagiarism to teachers, instructors, and students prior to the beginning of the virtual course or virtual program
- Specify computer system requirements, including hardware, web browser, and software to participants
- Permit the online teacher or instructor to add content, activities, and assessments to extend learning opportunities
- Make resources available by alternative means, including but not limited to, video and podcasts
- Make resources and notes available for teachers and instructors in addition to assessment and assignment answers and explanations
- Make technical support and course management available to the virtual course or virtual program teacher and school coordinator
- Include assignments, projects, and assessments that are aligned with students' different visual, auditory, and hands-on learning styles
- Demonstrate the ability to effectively use and incorporate subject and developmentally appropriate software in an on-line learning module
- The virtual course or virtual program arranges media and content to help transfer knowledge most effectively in the online environment

Evaluation Criteria

A response that meets the standard will include:

- An explanation of the amount of online time required for elementary and second students,
- The manner in which teachers will deliver instruction, assess academic progress and communicate with students to provide assistance,

- A specific explanation of any cooperative learning opportunities, meetings with students, parents, and guardians, field trips or study sessions,
- The technology, including types of hardware and software, equipment and other materials which will be provided by the virtual charter public school to the student,
- Describe how the virtual charter public school uses technology to provide a significant portion of its curriculum and to deliver a significant portion of instruction using the Internet or other electronic means,
- A description of how the virtual charter public school will define and monitor a student's school day, including the delineation of on- line and off-line time,
- The technical support that will be available to students and parents or guardians
- The methods to be used to insure authenticity of student work and adequate proctoring of examinations
- The types of frequency of communication between the virtual charter public school and the students and the manner in which the virtual charter public school will communicate with parents and guardians
- A description of accommodations that will be provided for special needs students
- State the student/teacher ratio for elementary, middle and senior high that will be enforced for the virtual charter public school

STATUTORY REFERENCE(S): 162.125

A.9.4 Use of Alternative Credit toward High School Graduation – Optional

Applicant Instructions

Only charter public schools wishing to provide alternative credit toward graduation must complete this section.

Missouri's charter public school law places a priority on meeting the needs of high-risk and alternative populations. Alternative arrangements may include, but are not limited to credit for off-campus instruction, embedded credit, work experiences through internship arranged through the school and independent studies. Such schools will be held to the same performance standards as other schools, but students in those schools may meet performance standards on a different time frame.

Applicants proposing to operate an alternative credit program serving high-risk students will propose comprehensive school-specific academic and behavioral measures in section A.7.

Describe the comprehensive academic and behavioral measures that the school proposes to use. Explain how those measures align with the school's mission, the proposed educational program, and the statewide accountability system.

Describe how the school will align to state graduation standards and/or use the Missouri Options program.

Evaluation Criteria

A response that meets the standard will

- Mission statement clearly articulates this school serves a population that will benefit from an alternative school.
- Academic program (as outlined in A.2) is designed for high-risk student population.
- The student population (as outlined in A.5) meets the statute's description of high-risk.
- Present performance measures that are a valid and reliable means for determining whether students are meeting performance standards;
- Ensure that the school will be held to the same performance standards as other schools; and
- Specify the time frame in which students will be expected to meet the performance standards
- Show compliance with all federal accountable standards.

STATUTORY REFERENCE(S): 160.405.5

B.1 Missouri Non-Profit

Applicant Instructions

Describe the entity that will hold the charter and be responsible for governance of the school and ensuring the terms of the legal charter agreement and performance contract are met. Provide documentation of the entity's legal status including Articles of Incorporation, Bylaws and documentation of legal not-for-profit status.

To the extent that the organization exists and has functions independent of the operation of the proposed school, provide a brief description of the organization, its history, its current operation, and the relationship between its existing operations and the proposed school.

Required Exhibits

- Articles of Incorporation signed and dated
- Corporate By-laws signed and dated
- Documentation that the applicant is a Missouri nonprofit corporation and has applied for and/or received not-for-profit status from the Internal Revenue Service
- Documentation or assurances of satisfactory complete as a condition of service for all board members: criminal background checks; family care safety requests checks.

Evaluation Criteria

A response that meets the standard will:

- Present proper documentation that the entity proposing to hold the charter is a Missouri nonprofit corporation;
- In the case of pre-existing organizations, demonstrate that the operation of the proposed school is consistent with the organization's overall mission and operation and provide – detailed – of the operational relationship and the separation between the pre-existing organization and the governing board.
- Describe the process of ensuring the governing board is aware and follows the Missouri Sunshine Law in conducting board and committee business
- Ensures the Articles of Incorporation and Bylaws adhere to financial independence from any external education service provider
- Describe the process of ensuring the school and governing board is aware and follows the Missouri Ethics Commission requirements.
- Document that a copy of the application has been sent to the school board of the district in which the charter public school is to be located.

STATUTORY REFERENCE(S): 160.400.5; 160.400.11; 160.405.1(5); 160.405.2(1); 160.405.5 (8) (a), 610.010-030; 105.483 -105.492 and 5 CSR 20-100-260.(2)(E)

B.2 Governing Board Composition

Applicant Instructions

List the members of the proposed governing board including their names, current employment, and relevant experience or qualifications for serving on the board, including, but not limited to, their relationship to the community in which the school will be located. Describe the experience the member brings to the governing board and school.

For each proposed governing board member, the application should include, as an attachment, a resume or CV, and the completed form labeled *Appendix B: Survey of Prospective Charter School Board Members*. Please be sure to submit these items for each board member.

Describe specific plans for recruitment and onboarding of additional governing board members.

Describe any plans that would involve parental, professional educator, or community involvement in the governance of the school.

Describe how the board will train new and ensure ongoing training for existing members and ensure the board operates within Missouri Statutes.

Required Exhibits

- Prospective Board Member Resumes or CVs
- Completed form labeled Appendix B: Request for Information from Prospective Charter School Board Members for all prospective board members
- Family care registry safety and criminal background checks for each board member

Evaluation Criteria

A response that meets the standard will indicate that the board:

- Has a thorough understanding of their governing role, the importance and relevance of the charter agreement and performance contract and ultimate responsibility for the school;
- Has capacity to oversee the successful development and implementation of the education program presented in the application;
- Has capacity to oversee the effective and responsible management of public funds;
- Has capacity to oversee and be responsible for the school's compliance with its legal obligations;
- Evidence of understanding of the needs and wants of the school district area, local community and/or targeted population
- Is aware of their duties and responsibilities as public servants in accordance with 105.450; and
- Has the capacity to found and sustain a quality school.

STATUTORY REFERENCE(S): 160.405.1(5); 160.405.2(1); 105.450

B.3 Management and Operation

Applicant Instructions

Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, student data/records management, financial management, legal compliance, and any special staffing needs.

Your response should describe the primary responsibilities for each key position and identify critical skills or experience necessary to fulfill those responsibilities. This information should be included for all staff identified on the organization chart.

The school leader description should especially be detailed including desired qualifications and responsibilities. If the school leader has not already been identified, discuss plans for recruitment and selection of the school leader.

Required Exhibits

- Organizational Chart that shows the staffing and reporting structure for the board, administration and staff
- A job description for all staff identified on the organizational chart
- Staff schedule that shows year staff will be hired, staff to students served.
- Term sheet of CMO, if applicable.

Evaluation Criteria

A response that meets the standard will include

- Clear delineation of the roles and responsibilities for administering the day-to-day activities of the school as well as reporting structures;
- Demonstrated understanding of management needs and priorities;
- Demonstrated understanding of the health and safety requirements;
- Demonstrated understanding of student data and records;
- Demonstrated understanding of state and federal compliance;
- A staffing plan that appears viable and adequate for effective implementation of the proposed educational program
- Staff schedule matches budget.
- Assures an annual report will be published
- Provision that qualifications for hiring should provide assurance that background checks and family care safety registry checks as regarded by 160.408.11 will be conducted for every employee.

STATUTORY REFERENCE(S): 160.405.1(5), 160.408.11

B.4 Staff Recruitment, Retention, Replacement and Training

Applicant Instructions

Discuss the staffing plan for the term of the charter. Include a staffing schedule matched to student enrollment on year one and over the life of the charter. Discuss how the staffing plan supports sound operation and successful implementation of the school's educational program. Explain the school's strategies for professional development in alignment with the school's mission and goals.

Describe the instructional skills, experience, and development that teachers will need to have in order to be successful. Describe what 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.

Discuss how the staffing-related budget assumptions align with educational program needs.

Describe the employer-employee relationship for staff at the school, as it relates to the mission, climate and culture.

Required Exhibit:

- Include a draft of a Staff Handbook or Employment Manual, if developed.
- Include personnel policies, if developed

Evaluation Criteria

A response that meets the standard will

- Present strategies for recruiting and retaining effective teachers that are realistic and reasonably likely to be effective;
- 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; and
- Assure that the charter does not employ teachers whose certificate of license to teach has been suspended or revoked by the state board of education, 168.071
- Assure school will enroll all staff in the appropriate pension fund.
- 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): 160.415, 168.071, 160.405, 160.42

B.5 Student Recruitment and Enrollment

Applicant Instructions

Provide enrollment projections for the school, by year, for the first five years of operation.

Describe the plan for recruitment and enrollment of students including how student transience and attrition will be addressed. Explain how the school will be publicized and marketed to the target population as well as throughout the community to a broad cross-section of families and prospective students. Detail the strategies you will use to reach families traditionally less informed about educational options.

Include an explanation and evidence to support the enrollment projections. Relevant evidence may include, among other things, the following:

- Community demographic information (numbers of potential students);
- Documentation of community or family demand for the proposed school such as letters of intent to enroll; and
- Enrollment data from schools currently operating in community.

Describe the proposed enrollment process and provide assurances that the charter public school will comply with the requirements of 160.410.

If the charter public school intends to establish admissions preferences based on a geographical area around the school, sibling enrollment in the school, parent employment at the school, or in the case of a workplace charter-parent employment in the business district or business site of the school, provide a clear description of the proposed preference and how it will apply in the event that capacity is insufficient to enroll all pupils who submit a timely application.

Required Exhibit:

- Admission and Enrollment Policy
- Lottery Policy

Evaluation Criteria

A response that meets the standard will:

- Include an outreach and recruitment plan that demonstrates understanding of the community to be served and is likely to be effective including for families traditionally less informed about educational options;
- Present enrollment projections that are supported by evidence of actual or potential demand; and
- Include lottery, enrollment, and admissions policies and plans that comply with statute, including high-risk and credit recovery students if applicable.

STATUTORY REFERENCE(S): 160.410, 1604.405.1.(13), 160.415.11

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

Applicant Instructions

Discuss in detail your plans to engage parents, what role parents/guardians will play in school governance and operations. Discuss your plans for community involvement in the governance and operation of the school. Discuss your plans for faculty and staff involvement in the governance and operations of the school.

Describe the nature of potential partnerships including examples of how community partners will play an integral part in the life of the school and identify specific organizations with which the school is already working, or likely to partner.

Describe your plans for developing community partnerships and any specific steps you have already taken. Include in your response relevant documentation such as letters of support or commitments to provide or share resources.

Required Exhibits:

- Letter of support from community partners, if applicable.
- Parent/Guardian grievance procedures.
- Parent Handbooks, if available.

Evaluation Criteria

A response that meets the standard will:

- Demonstrate evidence of parent, community, and educator involvement in the governance, operation, and vision of the charter public school.
- Present a clear plan for community partners that is aligned with and likely to further the school's mission;
- Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliation; and
- Demonstrate that the community partners have the capacity and commitment to fulfill its anticipated role.
- Present a vision and strategy for community involvement that is reasonably likely to further the school's mission and program; and
- Provide evidence that anticipated partnerships are realistic and achievable

STATUTORY REFERENCE(S): 160.405.1(5); 160.405.1.(14), 160.420.5 160.400.8

C.1 Budget

Applicant Instructions

Use the Charter School Budget Template can be found at <http://dese.mo.gov/sites/default/files/qs-charter-app-budget-DESE.xls> to detail the school's estimated revenues and expenditures for the proposed term of the charter including the preoperational startup year.

Provide a cash flow analysis for pre-opening (from approval to June 30 of the first year of operation, prior to the arrival of students.)

Provide a cash flow analysis for the first fiscal year of operation (July1- June 30).

Include explanation and discussion of key budget assumptions underlying the budget projections and explain how the budget aligns with and supports implementation of the educational program.

If the school anticipates incurring debt for any reason, such as for acquisition of its facility, the budget must address the schedule for debt repayment and the budget discussion should elaborate on the repayment assumptions and plan.

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

Charter applicants should review Section 161.520, RSMo indicating the criteria used to identify LEAs that are financially stressed.

Required Exhibits

- Cash flow for pre-opening year.
- Budget for the proposed charter term , including assumptions for each item
- Fund budget for proposed charter term
- Opening year cash flow analysis

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, including for any plan to incur and repay debt;
- 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;
- Budget must reflect the projected percentage of reserve funds at the end of each fiscal year for the LEA.

STATUTORY REFERENCE(S): 160.405.1; 160.415.11; 161.520

C.2 Financial Management

Applicant Instructions

Describe the systems and procedures for managing the school's 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, among other things, the school's plans in the following areas:

- A day-to-day financial management system
- Provisions for an annual audit consistent with its LEA status;
- Development and dissemination of an annual financial report; and
- Providing recommended liability insurance to indemnify the school, its board, staff and teachers against tort claims.

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 is prepared to adhere to generally accepted accounting practices and the Missouri Financial Accounting Manual;
- Present evidence that the school will has or has capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced priced lunch; special education and limited English proficient enrollment;
- The policies and procedures are consistent, transparent to all stakeholders including parents, employees and the general public.
- Compliance with ESSA.
- Demonstrate preparation to meet its insurance, annual audit, Annual Secretary of the Board Report (ASBR) and other key financial management obligations
- Ensures that any grants or federal programs the charter received are administered according to established guidelines including the Code of Federal Regulations, Uniform Grant Guidance (OMNI), and the Education Department General Administrative Regulations (EDGAR).

STATUTORY REFERENCE(S): 160.405.1;160.405.4; 160.405.5(4)

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

C.3 Facility

Applicant Instructions

Discuss the school's facility needs based on the educational program and anticipated enrollment.

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

Provide a description including, at a minimum, the number and size of the classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities.

If the applicants have identified a facility, indicate the location (street address, city, and zip code) and provide either floor plans. To the extent that the facility will require renovation or 'build out,' describe those plans including anticipated timing and cost. If the school anticipates incurring debt as part of its facilities acquisition plan, the budget must include a repayment plan, as indicated in the C. 1 Budget section.

To the extent that the school has discussed or established specific lease or purchase terms, include discussion of the proposed terms and any draft agreements. If the school intends to lease facilities from a school district, discuss the status of those plans and provide evidence of any district commitments.

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 an educational facility that conforms to applicable health, safety, and occupancy requirements.
- Present evidence to support facilities- related budget assumptions;
- Include evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population; and
- Demonstrate that the school's plan for acquisition of a facility is financially viable.

STATUTORY REFERENCE(S): 160.405.5(2).(4) 160.405.1.(12)

C.4 Contracted Services (non CMO) including but not limited to Insurance, Transportation, Food Service

Applicant Instructions

Provide information regarding non-CMO services the school will contract for including, but not limited to accounting, food service, insurance, legal, technology, and transportation. Include an explanation of processes used to determine selected service providers as well as processes to be employed for service provider selection.

Describe the policies and process used to select vendors.

TRANSPORTATION

State 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 anticipate state aid pursuant to section 163.161.

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

Evaluation Criteria

A response that meets the standard will

- Provide evidence of ability and preparation to obtain liability insurance coverage (minimum A- BEST rating) in the following areas:
 - Directors' and Officers' Liability
 - Commercial General Comprehensive Liability that also expressly covers corporal punishment and athletic participation
 - Educators' Legal Liability
 - Employment Practices Liability
 - Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits)
 - Automobile Liability
 - Excess Liability or Umbrella (i.e. bundled commercial general liability, directors' and officers' liability, automobile liability, and sexual abuse liability)
 - Workers Compensation Liability

-Surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school or evidence that school's liability insurance covers employee theft insurance

- Include evidence to support the budget expense assumptions related to insuring the schools such as copies of broker or agency estimates.
- Evidence of requisite surety bond for school CFO or ability to obtain requisite surety bond
- Evidence of food service plan.
- Defined process for contracted services – Policies and Procedures to assure steward of public money, best product

If the applicants have elected to provide transportation, a response that meets the standard will

- Present a thorough, realistic, and cost- effective transportation plan; and
- Provide specific evidence of third party readiness and terms for providing transportation services consistent with the school's budget assumptions. 3rd party must collect required information [include in application].

If the applicants have elected not to provide transportation, a response that meets the standard will present a clear statement of the school's intent not to provide transportation services;

- Describe viable transportation options for students; and
- Describe contingency plans for students requiring transportation due to IEP requirements.

STATUTORY REFERENCE(S): 160.405.11; 166.405.13; 160.415.8.

D.1 Pre-Opening Plan

Applicant Instructions

Outline key deliverables and timetables to assure the school has a full complement of effective governing board members engaged with the opening of the school.

Outline the key components and timelines for recruiting and enrolling students to assure you meet your enrollment goal.

Outline the key components and timeline for recruitment and hiring of staff and faculty, including for special needs students.

Outline the key components and timeline for the acquisition of a facility to serve your target population and anticipated enrollment, within your budget.

Outline the key components and timelines for curriculum development or acquisition, classroom materials (This can be a brief summary of what you described in Section A.2.)

Outline the key components of fiscal management and operations to assure controls and systems are in place.

Evaluation Criteria

A response that meets the standard will:

- Demonstrate understanding of project management.
- Describe reasonable timelines to meet desired milestones for governance, curriculum and instruction, enrollment, parent engagement, staffing, finance, operations and facilities.
- Captured the necessary milestones to demonstrate understanding of the pre-opening requirements.

D.2 Closure Plan

Applicant Instructions

Provide evidence of a charter public school closure plan approved by your sponsor.

Outline the procedures and timeline for the notification plan to parents, district, retirement, state board of education.

Outline the procedures and timeline to assure every child transfers to a performing school of their choice.

Outline the procedures and timeline for the transition of student records.

Outline the procedures and timeline for the archival of business operations.

Outline the procedures and timeline for the transfer and repository of personnel records.

Outline the procedures and timeline for the submission of final financial records.

Outline the procedures and timeline for the resolution of any remaining financial obligations.

Outline the procedures and timeline for the disposition of charter school assets.

Evaluation Criteria

A response that meets the standard will:

- Provide the detailed elements of the plan as described in 5 CSR 20-100.265, Charter School Closure

STATUTORY REFERENCE(S): 160.400-160.425 and 161.092.

Appendix B - Survey from Prospective Charter School Board Members

Governing a public charter public school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter public school board indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter public school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.
2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open.
3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?
4. Explain why you would live to serve on the board.
5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
6. What is your understanding of the appropriate role of a public charter school board member?
7. What relevant knowledge and experience will you bring to the board?
8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?
10. Are you familiar with the school's proposed educational program? How would you describe it?
11. What are the characteristics of a successful school? What specific steps do you think

the board of education will need to take in the first year or two to ensure that this school is successful?

Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.
13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.
14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").
16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").
17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.
18. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.
19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

Signature of Charter Public School Board Member

Date

Appendix C – Sample Goal

Example 1: Academic Achievement – Growth - *Subgroup Student Gains*

By year two of Charter School, 75% of students in each enrolled grade with FRL status will average 1.2 years of academic growth in reading as measured by Model National Exam, a nationally norm-referenced growth-measured exam.

Example 2: Academic Achievement – Performance Status - *Model Impact*

70% of students enrolled at the Charter School for a three consecutive year period will achieve Proficient or Advanced status on the state's annual MAP Test assessment.

Example 3: Non-academic goal - *Student Enrollment*

Each year, for the first three years, 85% of students enrolled at the Charter School will return for the following school year.

Example 4: Non-academic goal - *Parent Satisfaction*

The Charter School will demonstrate overall satisfaction rating of 80% in an annual survey administered in April to parents or designated legal guardians of students attending the school during each academic year.

Example 5: Non-academic goal - *Governance*

For each year of operations, 80% of the board members will attend 80% of the scheduled board meetings.

Example 6: Non-academic goal - *Governance*

Each open board position will be filled by June 1 or within 60 days of a resignation, and each open position will be selected from no fewer than three nominations.

Examples 7: Non-academic goal - *Finance*

The Charter School will have a fund balance of at least 3% on June 1 of each year.

Example 8: Non-academic goal - *Operations*

For each year of operation, 90% of the teaching positions will have signed contracts by April 1.

Example 9: Non-academic goal - *Operations*

90% of the data, reporting and compliance submissions to the sponsor and to DESE will be on accurate and on time.

Appendix D - Acronyms and Glossary

Charter - The “charter” is the contract between a nonprofit entity and an allowable sponsor. The “charter” explains what the school wants to do, how they will go about it, what they will accomplish, and how they will measure their performance. An entity that fails to comply with the terms of its charter will have its charter revoked.

Code of State Regulations- After the Legislature enacts laws, 187 Missouri agencies write rules and regulations to implement those laws. Those rules are published in the Code of State Regulations by the Secretary of State’s Office of Administrative Rules.

Charter Agreement - A charter agreement is the signed document between the school and the sponsor that details the charter schools operations, what the school promises to do and how the governing board and the sponsor will interact over the term of the charter.

Charter Public School - Charter public schools are public schools that, by law, are free from many of the rules and regulations that apply to traditional public school districts. In exchange for this freedom, charter schools are to demonstrate positive outcomes such as individual student growth, parent involvement, and overall school academic achievement. Charter public schools are governed by an independent board of a nonprofit entity.

Climate - The quality and atmosphere of a school; the norms and values.

Culture – The expected and predictable response of those in the organization to any given situation.

Education Service Providers/ Charter Management Organizations - An educational service provider, more often referred to as a charter management company (CMO) provides services to charter schools that can include back-office support (accounting, data collection, legal, etc.) and educational services (curriculum, professional development, assessments, etc.) These services are performed based on a contract between the school’s board of directors and the CMO. CMOs may be for-profit or non-profit entities.

Local Education Agency- A commonly used synonym for a school district, an entity which operates local public primary and secondary schools in the United States.

Missouri State Board of Education- According to the Missouri Constitution, “The supervision of instruction in the public schools shall be vested in a state board of education ...” (Article IX, Section 2a). This provision gives the State Board of Education general authority for public education, within limits set by the General Assembly.

Missouri Department of Elementary and Secondary Education (DESE or MODESE)- The Department of Elementary and Secondary Education (DESE) is the administrative arm of the State Board of Education. It is primarily a service agency that works with educators, legislators, government agencies, community leaders and citizens to maintain a strong public education system. Through its statewide school-improvement activities and regulatory functions, the Department strives to assure that all citizens have access to high-quality public education. The Department does not regulate, monitor or accredit private, parochial or home schools.

Performance Contract - A performance contract is the section of the charter agreement that details the academic and non-academic performance outcomes the charter school has agreed to produce.

Revised Missouri State Statutes – Laws established by the Missouri General Assembly and signed by the Governor of Missouri. Sometimes referred to as state law.

School District - A geographical unit established by a State Education Agency for the local administration of public schools.

Sponsor - A “sponsor” is an entity that, under state law is allowed to open, oversee, renew and close charter schools. They are the entity that has the authority to approve a charter school to open and then holds the charter school accountable for the conditions in their contract or “charter.” Sometimes sponsors are called “authorizers.”

State Education Agency (SEA)- Sometimes referred to as the state department of education, is a formal governmental label for the state-level government agencies within each U.S. state responsible for providing information, resources, and technical assistance on educational matters to schools and residents. In Missouri, it is the Department of Elementary and Secondary Education (DESE or MODESE.)

The Missouri Department of Elementary and Secondary Education provides a listing of education related acronyms at: <https://dese.mo.gov/sites/default/files/Acronym.pdf>.

Appendix E: Frequently Asked Questions

Are charter schools considered “public schools?”

Yes, charters are public schools. They are open to the public, funded by the public and accountable to the public.

How do charter public schools differ from district public schools?

Charter public schools are established by teachers, parents, principals and educational experts and are autonomous from the public school system in their operations. A charter school will only remain open if it can consistently demonstrate sound performance and responsible governance. Charter public schools are required to meet the same state standards, but can do so using different strategies.

Who can attend a charter school?

Charters are open to all children. Like all public schools, charters may not discriminate based on race, religion, academic ability, disability or gender. Some charters may give priority to a neighborhood or to students who attended feeder schools, just like any public school in Missouri does. However, unlike district schools, charter schools may not restrict enrollment based on academic performance. If there are more applicants than available seats, a lottery is used to determine who can attend.

Are charter schools diverse?

Yes. Charter public schools have similar demographic characteristics as traditional public schools. Specific charter schools may choose to target a specific population (i.e. at risk students, high school drop outs.)

Can special education students attend charter schools?

Yes. Like all public schools, charter schools are required to accept students with disabilities, limited English proficiency or “at risk.”

Don’t charter schools “cream” the best students?

Charter public schools are open to all children. Many who start charter schools do so to reach students with high needs. Missouri law requires that one third of a sponsor’s charter schools must target at risk students. Most charter schools in Missouri are over 83% free and reduce lunch.

May charter schools be religious based?

No. Charter public schools are public schools and must be nonreligious in their admissions, instruction, employment and all other operations. The curriculum must be secular. As with district schools, charter schools may partner with any community group for secular purposes.

Where can charter schools be located?

Charter public schools can be located in any district in Missouri.

Who has the authority to sponsor charters in Missouri?

In Missouri, eligible sponsors are school boards, public four-year colleges or universities with an approved teacher preparation program; a community college, some private four-year college or universities, two-year private non-profit vocational or technical and the Missouri Charter Public School Commission.¹ Eligible sponsors vary depending on the location and accreditation of the school district.

Who can operate a charter school?

Missouri law limits charter school operators to nonprofit corporation incorporated pursuant to chapter 355, RSMo.

How do you establish a charter school in Missouri?

State law requires a sponsor approved application authorized by the State Board of Education in order to establish a charter school in Missouri.

How difficult is it to establish a charter school?

It takes a team of dedicated, smart people, with access to capital, and connections to community assets to create, open and sustain a good charter school. From concept to sponsorship, a charter application can take 18-24 months to complete. New school designs should plan at least 9-12 months from sponsorship to a successful opening.

Charter public schools can access technical assistance from the Missouri Public Charter Public School Association. National organizations such as the National Alliance for Public Charter Public Schools and the National Association of Charter Public School Authorizers, as well as other national, state and local philanthropic organizations and government agencies are available to assist new charter schools.

What is a mission statement?

A mission statement describes the purpose of the organization. Some mission statements also include how the organization will fulfill its purpose.

What are school-specific goals?

School specific goals are those generated by the governing board, and agreed to by the sponsor, as the goals a charter public school has promised to achieve. This is what the sponsor and school will use to judge the success of the school.

What are performance goals?

A performance goal is the specific academic or a non-academic outcome the charter school promises to achieve. A performance goal may measure absolute outcomes. See Appendix

¹ See 160.400 and 160.425 for specific conditions of each sponsor.

C for sample goals.

Aren't for-profit charter management organizations taking tax dollars away from children?

Both school districts and charter schools contract with for-profit business to provide services such as janitorial, transportation, text books and office supplies. Charters are held accountable for effective and efficient use of school funds.

Are charter schools required to meet state standard?

Yes, charters must demonstrate that they are meeting state standards as defined by the Missouri School Improvement Program (MSIP). Sponsors work with schools that do not meet the standards for improvement. A charter school that does not perform can have its charter revoked.

Are they required to use specific assessments such as the MAP and ACT?

All charter schools are required to identify an assessment plan that measures student progress toward MSIP defined standards. All are using the MAP. Many are using multiple (nationally normed) assessments to assist in measuring student growth.

How much money is available for operating?

There are several sources of operating revenue for charter schools. Charter public schools are public schools and are entitled to the same public dollars distributed through the State's foundation formula. Charter public schools can receive federal dollars for children who are eligible. Additional private fundraising efforts are required for schools with expenses greater than the amount generated through public sources.

Don't charter schools take money away from the local school district?

School districts and charter schools are provided resources based on their enrollment and attendance. Children in Missouri are guaranteed a free, public education regardless of where they live. The resources are allocated for the education of children.

Charters can have a positive financial impact on our community and on the district by stabilizing and in some cases revitalizing neighborhoods, increasing property values, and most importantly, producing graduates who are prepared for career, college and citizenship.

How does the federal court desegregation case affect charter schools?

Students that are residents of districts in St. Louis County that are eligible to participate in the City-County voluntary transfer program are eligible to attend charter schools, if specified in the school's charter.

Is any money available for capital?

Access to capital is a key component in charter school development. For some schools, the existing nonprofit has been in business long enough to obtain a loan, and some can issue

bonds. Below market-rate lending is available through specialty financial organizations for capital needs. Many charter applications partner with CMO's who can assist the nonprofit in acquiring capital.

Appendix G – Budget Documents

- G.1 – Charter 5 Year Budget
- G.2 – Local Revenue Worksheet
- G.3 – County Revenue Worksheet
- G.4 – State Revenue Worksheet
- G.5 – Federal Revenue Worksheet
- G.6 – Staffing Worksheet
- G.7 – Contracted Services Worksheet

These documents can also be accessed as Excel worksheets at:

<http://dese.mo.gov/sites/default/files/qs-charter-app-budget-DESE.xls>

Appendix G.1- Charter 5 Year Budget

FIVE-YEAR OPERATIONAL BUDGET									
			Year 1	Year 2	Year 3	Year 4	Year 5		
			Budget	Projected	Budget	Budget	Budget		
Revenues									
5100	Local (generate by completing "Local Revenue Worksheet")		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5200	County (generate by completing "County Revenue Worksheet")		-	-	-	-	-	-	
5300	State (generate by completing "State Revenue Worksheet")		-	-	-	-	-	-	
5400	Federal (generate by completing "Federal Revenue Worksheet")		-	-	-	-	-	-	
5600	Non-Current Revenue		-	-	-	-	-	-	
5800	Received from other LEAs		-	-	-	-	-	-	
5899	GRAND TOTAL REVENUES		-	-	-	-	-	-	
Expenditures									
1100	Regular Programs		-	-	-	-	-	-	
1191	Summer School (Regular)		-	-	-	-	-	-	
1192	Juvenile Program		-	-	-	-	-	-	
1200	Special Programs		-	-	-	-	-	-	
1300	Career Education Programs		-	-	-	-	-	-	
1400	Student Activities		-	-	-	-	-	-	
1600	Adult/Continuing Education Programs		-	-	-	-	-	-	
1900	Payments to Other Districts		-	-	-	-	-	-	
1999	TOTAL INSTRUCTION (K-12 Only)		-	-	-	-	-	-	
2100	Support Services - Pupils		-	-	-	-	-	-	
2200	Support Services - Instructional Staff		-	-	-	-	-	-	
2300	Support Services - General Administration		-	-	-	-	-	-	
2400	Support Services - School Administration		-	-	-	-	-	-	
2500	Operation and Maintenance of Plant Services		-	-	-	-	-	-	

	2550	Pupil Transportation	-	-	-	-	-
	2560	Food Services	-	-	-	-	-
	2998	TOTAL SUPPORT SERVICES	-	-	-	-	-
	3000	Community Services					
	4000	Facilities Acquisition and Construction Services	-	-	-	-	-
	5000	Long and Short Term Debt	-	-	-	-	-
	9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	-	-	-	-	-
	9999	GRAND TOTAL EXPENDITURES	-	-	-	-	-
Total Revenue Over/(Under) Total Expenses			-	-	-	-	-
Beginning Balance, July 1			-	-	-	-	-
Ending Balance, June 30			\$ -				

Appendix G.2 – Local Revenue Worksheet

LOCAL REVENUE WORKSHEET			Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail		Projected	Projected	Projected	Projected	Projected
5140		Earnings on Investments					
	5141	Earnings from Temporary Deposits					
5150		Food Service - Pupils					
	5151	Sales to Pupils					
5160		Food Service - Adults					
	5161	Sales to Adults					
	5165	Food Services - Non-Program					
5170		Enterprise Sources					
	5171	Admissions					
	5172	Bookstore Sales					
	5173	Student Organization Membership Dues and Fees					
	5179	Other Pupil Activity Income					
5180		Community Services					
	5181	Community Services					
5190		Other Revenue from Local Sources					
	5191	Rentals					
	5192	Gifts					
	5195	Prior Period Adjustment					
	5196	Net Receipts from Clearing Accounts					
	5198	Miscellaneous Local Revenue					
5199		Local Revenue - Subtotal	\$ -				

Appendix G.4 – State Revenue Worksheet

STATE REVENUE WORKSHEET			Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail		Projected	Projected	Projected	Projected	Projected
5310		Foundation Formula, State Aid					
	5311	Basic Formula - State Monies					
	5312	Transportation					
	5314	Early Childhood (3 & 4 Year Old) Special Education					
	5317	Career Ladder/Excellence in Education Act					
	5319	Basic Formula - Classroom Trust Fund					
	5322	Career Education/At-Risk - State					
	5324	Educational and Screening Program Entitlement/Parents as Teachers					
5330		State Revenue					
	5332	Career Education - State					
	5333	Food Service - State					
	5337	Adult Education & Literacy (AEL) - State					
	5338	Adult Education Special Literacy Grant					
	5353	Job Development/Customized Training					
	5358	Safe School Initiative Grant					
	5359	Career Education Enhancement Grant					
	5362	A+ Schools Grant					
	5364	eMINTS/METS Classrooms					

Appendix G.5 – Federal Revenue Worksheet

FEDERAL REVENUE WORKSHEET			Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail		Projected	Projected	Projected	Projected	Projected
5410-19		Grants-in-Aid -- Unrestricted, Direct					
	5411	Impact Aid					
	5412	Medicaid					
	5413	Federal Disaster Assistance					
	5416	Federal Housing					
	5417	Federal Flood Counseling					
	5418	Reserve Officer Training Corps (ROTC)					
5420-59		Grants-in-Aid - Restricted, Federal Through State					
	5421	Child Development Associate (CDA) Grant					
	5427	Perkins Basic Grant, Career Education					
	5431	Perkins Tech Prep Grant, Career Education					
	5435	Workforce Investment Act (WIA) - Federal					
	5436	Adult Education & Literacy (AEL) - Federal					
	5441	Individuals with Disabilities Act (IDEA)					
	5442	Early Childhood Special Education - Federal					
	5445	School Lunch Program					
	5446	School Breakfast Program					
	5447	Special Milk Program					
	5448	After-School Snack Program					
	5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged					
	5452	Title I, Part C - Migrant Education					
	5453	Title I, Part B - Student Reading Skills Improvement Grants					

5460-79	Other Federal Restricted, Through the State							
	5454	Title I, Part F - Comprehensive School Reform						
	5455	Title V, ESEA - Innovative Education Programs						
	5456	Title Iv, LIFT Grant						
	5459	Twenty-First Century Grant						
	5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities						
	5462	Title III, ESEA - English Language Acquisition and Academics Achievement						
	5463	Education for Homeless Children and Youth						
	5465	Title II, Part A & B, ESEA - Teacher and Principal Training and Recruitment Fund/Mathematics and Science Partnerships						
	5466	Title II, Part D, ESEA - Enhancing Education Through Technology						
	5472	Child Care Development Fund Grant						
	5473	National and Community Service Trust Act of 1993						
	5475	AIDS Education Grant						
	5476	Title I, Part B - Even Start Family Literacy						
	5477	Federal Emergency Management Agency (FEMA) Funds						
	5478	Vocational Rehabilitation						
	5481	Department of Health Food Service Program						
	5482	Workforce Investment Act (WIA)						
	5483	Head Start						
	5484	Pell Grants						
	5486	Impact Aid, Restricted Purpose						

5480-89		Other Grants-in-Aid-Restricted, Federal										
	5489	Facilities Infrastructure Improvement Grant										
	5492	Title I, Part B - Rural Education Initiative										
	5497	Other Federal Revenue										
5499		Federal Revenue -- Subtotal		\$ -		\$ -		\$ -		\$ -		\$ -

Appendix G.6 – Staffing Worksheet

SALARIES						
STAFF SALARY WORKSHEET						
	Year 1	Year 2	Year 3	Year 4		Year 5
Position	Budget	Projected	Budget	Budget		Budget
Administrators						
Certified Staff						
Counseling						
Non-Certified Staff						
Security/Building						
Other						
Total Salaries	\$ -	\$ -	\$ -	\$ -	(a)	\$ -

Appendix G.7 – Contracted Services Worksheet

CONTRACTUAL SERVICES						
	Year 1	Year 2	Year 3	Year 4	Year 5	
	Budget	Projected	Projected	Projected	Projected	
Administration/Operations						
Counseling						
Education/Special Education						
Facilities Management						
Food Service						
Legal						
Resource Development						
Technology						
Other						
Total Contractual Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -