

Application for a Charter Public School
Opening in the 2025-26 School Year

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# Application Completion and Submission Instructions

**Introduction**

This application is for applicants seeking to start a new charter school in Missouri under the oversight of the Missouri Charter Public School Commission (Commission).

To review each application, the Commission assembles teams of internal evaluators and may engage external evaluators with relevant and diverse educational, organizational (governance and management), financial and legal expertise, as well as an understanding of the principles of accountability and autonomy. The Commission trains reviewers to ensure consistent standards and fair treatment of all applications. To ensure that decision-making processes are free of conflicts of interest, review assignments are made only after a full disclosure of any potential or perceived conflicts of interest between reviewers and applicants.

Reviews are based on applicable Missouri statutes, regulations, [Principles and Standards for Quality Charter School Authorizing](https://www.qualitycharters.org/for-authorizers/principles-and-standards/), and the evaluation expectations outlined for each section. This includes the proposed charter school’s mission, organizational design (with a focus on strong governance), academic program, and financial management.

The application requirements will be modified for applicants seeking to replicate an existing school model. For all applicants that already operate a charter school in Missouri or other states, specific attention will be paid to past and current performance in each area.

# Definitions

Charter: The “charter” is the performance contract between a nonprofit entity’s governing board and the Commission (the sponsor). The application becomes part of the performance contract, or charter, along with the Performance Framework the Commission uses to evaluate school performance. Once approved, the governing board is accountable for complying with all applicable laws and meeting the terms of the “charter” in service to the Missouri communities served by the approved school(s). Failure to meet these performance expectations will result in the charter being nonrenewed or revoked.

Code of State Regulations: Laws promulgated by Missouri state agencies. Many rules promulgated by the Department of Elementary and Secondary Education (DESE) apply to charter schools.

Charter Public School: A public school governed by a volunteer, nonprofit governing board, and accountable to a state-approved sponsor (a school district, university, or the Commission). As public schools, charter schools may not charge tuition. They are open to any student residing in the district where the school is located.

Education Service Provider (ESP): Any organization that the governing board contracts with to provide comprehensive school management services. This may also be referred to as an education management organization. These organizations provide services to charter schools such as 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 ESP. ESPs may be for-profit or non-profit entities.

Department of Elementary and Secondary Education (DESE): The administrative arm of the Missouri [State Board of Education (SBOE).](https://dese.mo.gov/state-board-education/about-state-board) Created by the General Assembly, DESE is responsible for providing information, resources, and technical assistance on educational matters to schools and residents. DESE is sometimes referred to, particularly in federal law, as a” state education Agency” or SEA.

Governing Body: The organized group of persons who will oversee a charter school and be accountable to the sponsor for the school’s performance.

High-risk Student: A “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.

Local Education Agency: A school or group of schools governed by a single governing body that is treated as a local education agency (LEA) and responsible for complying with all requirements of LEAs pursuant to the federal Elementary and Secondary Education Act. Missouri charter schools may choose to become LEAs.

New School Application: An application to the Commission for sponsorship of a new charter public school.

New Sponsor Application: An application for Commission sponsorship of an existing charter public school at the end of its performance contract with another Missouri sponsor.

Peer Schools: Comparative nearby public schools (charter or district) with a similar grade configuration, model and/or target population. Once the Commission approves the peer schools proposed by the applicant, the Commission evaluates schools it sponsors in part on comparative academic data from these schools.

Performance Contract: The “charter” is established through a performance contract executed by the Commission and the governing body of the approved school. It includes the original charter application, the Commission’s Performance Framework, and school specific performance goals.

Renewal Application: An application to renew the current performance contract between the Commission and a sponsored charter public school.

School District: Missouri school districts are public entities established by the Missouri General Assembly to oversee and operate elementary and secondary schools in a particular geographic location. Though these school districts are LEAs and charter schools may be LEAs, charter schools are not school districts. The school district in which a charter school is located is sometimes referred to as the “host district.”

Sponsor: A state-approved entity allowed to “sponsor” or oversee charter public schools. Sponsors are sometimes called “authorizers.” In Missouri, local school boards, higher education institutions, and the Commission may sponsor charter schools.

State Board of Education (SBOE): Created by the Missouri Constitution to have general authority for public education, within limits set by the Missouri General Assembly.

Transfer Charter: An existing charter public school applying to transfer sponsorship to the Commission from another Missouri sponsor, prior to the expiration of the school’s current performance contract with the other Missouri sponsor.

University Partnerships: A university partnership exists when a school is operated by or in conjunction with a university.

**Getting started**

Before starting the formal application, applicants should have completed the following steps:

* Requested permission to apply by submitting a letter of intent and prospectus,
* Received an invitation to apply from the Commission,
* Met with Commission staff regarding the application process, including submission due dates,
* Consulted with the [Missouri Charter Public School Association](https://www.mocharterschools.org/) for guidance and resources,
* Reviewed Missouri statutes and regulations specific to charter public schools: [RSMo 160.400 – 425](https://revisor.mo.gov/main/OneChapter.aspx?chapter=160), statutes referenced in those sections, and [5 CSR 20-100.260 – 290](https://www.sos.mo.gov/adrules/csr/current/5csr/5csr), and
* Reviewed the Commission’s [policies](https://mcpsc.mo.gov/starting-a-school/standards-policies-and-practices) and [applicant guidance](https://mcpsc.mo.gov/starting-a-school/apply-for-a-charter).

**Contents**

A completed application includes the following components:

1. Academic, organizational, and financial sections that do not exceed the page limit;
2. A completed budget spreadsheet with assumptions;
3. A completed legal compliance checklist;
4. A completed and signed assurances document; and
5. All applicable attachments.

**Format**

The application (excluding the budget and attachments) may not exceed **120 pages.**

Text should be no smaller than 11 point font. Each page of the narrative should have one inch (1”) margins on the sides, bottom, and top.

Each section of the application must be clearly labeled and paginated for easy reference by reviewers.

**Application submission and review process**

The Commission uses a multi-stage process for new charter school applications. This process is outlined in [Commission Policy 2.02 Approval of New Charter Schools](https://mcpsc.mo.gov/media/pdf/202-approval-new-charter-schools).

Applications are submitted through an online process. Unless submitted via this online platform by the deadline, applications will be deemed incomplete.

Missouri statutes require charters be approved by the SBOE by January 31 in order to open in the following school year. The Commission reviews applications within 90 days of submission. The SBOE builds its agendas two months before the next meeting. Thus, to open a school in August of the year following application submission, applications must be received by the Commission on or before August 1. Applicants are welcome to submit applications sooner so that they will have more time between SBOE approval and the first year of operation to prepare.

1. Interested applicants complete and submit a [Letter of Intent to Appl**y**](https://mcpsc.mo.gov/media/pdf/letter-intent-apply) and a [Prospectus](https://mcpsc.mo.gov/media/pdf/prospectus-components-and-guidelines) according to the instructions for each of those forms available on the [Materials and Resources](https://mcpsc.mo.gov/starting-a-school/materials-and-resources) section of our website.
2. Commission staff review the Letter of Intent and Prospectus and determine whether to move forward.
3. Based on their review, the Commission staff will schedule an initial meeting with the individual or group that intends to submit a charter school application. This meeting is intended to confirm the Commission’s ability, pursuant to statute, to sponsor the proposed school, ascertain the applicant’s understanding of and capacity to meet the requirements for successfully governing and operating a charter public school in Missouri, and to connect the applicant to additional resources.
4. Following this meeting, the Commission staff will determine whether to invite the individual or group to apply.
5. If invited to apply, the individual or group may submit an application at any time.
6. Once an application is received, the Commission has 90 days to review and decide whether to sponsor the applicant’s proposed school.
7. The Commission will provide feedback to the applicant. The applicant is welcome to resubmit, if needed. The 90-day review period starts over with each submission
8. Based on the recommendation of Commission staff and prior to a formal vote to approve sponsorship, the Commission will hold a public hearing on the proposed charter school.
9. After the public hearing and prior to a formal vote to approve the charter school, the Commission will conduct a formal interview with applicants and proposed board members to assess their capacity to govern and operate a high-quality charter school in a fiscally responsible manner that advances the mission of the charter school.
10. If the Commission approves the application with a formal vote, the application is submitted to DESE and the SBOE for review.
11. If approved by the SBOE, the applicant and the Commission enter a five-year performance contract.

Prior to opening, each new school is expected to fulfill all the requirements in the Commission’s Pre-opening Checklist.

Additional instructions and all materials are available [here](https://mcpsc.mo.gov/starting-a-school/apply-for-a-charter).

# Application – Executive Summary

In two pages or less, provide an executive summary of the plan for the proposed school. Address the following topics in the summary:

* The school’s mission,
* The targeted student population (and/or geographic location)
* The school design and the educational philosophy and chosen programs,
* The capacity of the proposed board to successfully open and operate the school, and
* How the school will effectively serve students in the proposed community.

The executive summary should articulate what success will look like in governance, staffing, student and family services, academics, operations, and finance.

# Section A: Academic Plan Design and Capacity

## A.1 Mission, Vision, and Goals

State the school’s mission and briefly present your vision for how the school will operate. Briefly explain how the mission was developed. 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 12th grade, explain how you will measure their success post-graduation.

Include the following elements in your response:

* A compelling one or two sentence mission statement that defines the purpose of the school; a mission statement should articulate what the school intends to do, for whom, and to what extent. The mission statement is the foundation for the rest of the application.
* A coherent and concise vision statement 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.
* A description of any innovative or unique features of the proposed school or educational model. Explain how these features will support the school’s mission and foster student success.
* A description of the school’s projected population, explain how you made your projections, and how this specific school will meet the needs of the anticipated student population.
* A coherent and concise summary of performance goals over the term of the charter. (A comprehensive description will be in A.7.)

## A.2 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. Discuss how curriculum and instruction needs are reflected in plans for the training of new teachers and ongoing professional development. As an exhibit, attach the measurable objectives, subject area content, and skills for each grade level. Show how the curriculum aligns with the Missouri Learning Standards.

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.

In your response, demonstrate how the educational program and curriculum are consistent with the school’s mission and vision.

In order to help teachers deliver the educational program effectively, 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.

Include costs for using the chosen curriculum in the budget.

Review Appendix A for additional requirements. Complete and include as applicable.

## A.3 Assessing Student Performance

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

List the 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. Include 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. For alternative high schools, describe how course credit will be earned (also complete Appendix A.9.4.)

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.

## A.4 School Calendar and Daily Schedule

Describe how the calendar and daily schedule support the school's mission. Explain how the calendar and schedule were informed by the school’s educational philosophy and academic strategy (including student performance goals).

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. The calendar must satisfy the following requirements:

* Comprise a full school term as defined in [RSMo 160.0111](https://revisor.mo.gov/main/OneSection.aspx?section=160.011&bid=35962&hl=),
* Meet the requirements for the minimum hours as defined in [RSMo 160.041](https://revisor.mo.gov/main/OneSection.aspx?section=160.041&bid=35963&hl=), and
* Explain how the school will meet those requirements in the case of inclement weather closures.

Describe any planned student-focused extra-curricular activities that will accompany the school’s educational program. Note when and how often they will occur. Explain how they will be funded (whether the school will conduct them or pay a partner organization to do so).

Present a sample daily class schedule for one grade in each planned grade level (elementary, middle, and/or high school). So, a K-6 school should provide a sample schedule for one of those grades. A K-8 should provide a sample schedule for one of the elementary grades *and* one of the middle school grades. A K-12 would need to provide those and one of the high school grades. The daily schedule should show daily hours of operation and allocation of time for core instruction, supplemental instruction, extra-curricular activity, and afterschool activities, as applicable. It should also show the teaching load and planning time for teachers.

## A.5 Students the School Will Serve

Complete an Anticipated Enrollment [Table](https://mcpsc.mo.gov/media/pdf/template-enrollment-table) for each year of the school’s proposed five-year charter.

Describe any insights and feedback the community has provided regarding the startup of the school. How have these insights and feedback been incorporated into this application?

If the applicant is already operating a school, describe any enrollment practices that will be different at this school, and how the community to be served differs from the community currently served.

Present evidence, including demographic data, to indicate that school and grade level enrollment projections for each year are realistic. For example,

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

Describe how much student attrition and mobility is expected and how the school will respond to those trends.

If the school will serve a high dropout and/or at-risk population (defined above), provide additional details regarding how their needs will be met.

Alternative schools should also complete Appendix A.9.4.

## A.6 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; English learners; and homeless and migrant students (pursuant to Title I.C. and guidance from the [DESE’s Migrant Education Office](https://dese.mo.gov/quality-schools/student-support-services/migrant-education)).

Outline the school’s plan to identify students included in these special student populations.

Explain how the school will develop plans for these students’ education—including developing needed individual educational plans—and how their progress will be monitored. Identify the roles board members, leaders, staff, and parents will play in the development and implementation of plans, as well as progress monitoring.

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.

Summarize here the staffing and resource allocations that will be made to meet these responsibilities. Include necessary detail in the budget. Explain how any transportation required as part of individualized education programs (IEPs) will be provided and paid for.

Finally, explain how student accommodations required pursuant to Section 504 of the Rehabilitation Act of 1974 will be identified and met. Explain how staff will work with students and parents to assess students’ needs for such accommodations.

## A.7 School-Specific Goals and Objectives

Please read this [presentation](https://mcpsc.mo.gov/media/pdf/goal-presentation) on school specific goals and review example school performance contracts (on [the school pages on the Commission’s website](https://mcpsc.mo.gov/for-schools/authorized-charter-schools)) before completing this section.

The Commission expects its charter schools to prepare students to succeed in the next phase of their lives. That may be middle school, high school, workforce training, employment, a two- or four-year college, or military service. And all students should be developing competencies and characteristics that will enable them to contribute meaningfully as citizens of their communities.

Those outcomes are influenced by the school’s educational program and philosophy, the capacity of the governing board and the leaders the board hires, the skill and dedication of staff, and the support of parents and community members.

The Commission holds schools accountable and measures progress toward these ultimate outcomes using state-required assessments, formative and summative assessments selected by each school, and additional measures proposed by each school. The Commission evaluates schools on all these elements using its [Performance Framework](https://mcpsc.mo.gov/media/pdf/performance-framework-0). Schools’ 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.

With the Commission’s [Performance Framework](https://mcpsc.mo.gov/media/pdf/performance-framework-0) 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 specific, measurable, and time-bound,
* At least two academic goals and two non-academic goals are included,
* No more than ten goals are listed,
* The list of goals includes student performance that will be measured by the sponsor as required by statute,
* 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). Include specific measures and metrics for monitoring all goals.

Describe how data will be collected for each goal. In other words, describe a realistic process for gathering and analyzing data that will be used by the school team internally and shared with the sponsor.

Goals may also be made for leading indicators of success in primary goals. E.g., student enrollment and continuing attendance, staff recruitment and retention, fiscal sustainability, or parent satisfaction and market demand. Be sure to address how and when any such leading indicators will be evaluated by the board in the Governance section, below.

For academic goals, identify two comparative nearby public schools (charter or district) 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 refer to Appendix A.9.4 when completing this section. Applicants planning to offer virtual courses should describe how virtual course completion aligns to and supports the school’s mission and other school specific goals. Such applicants must also complete Appendix A.9.3.

## A.8 School Climate and Culture

Describe the desired culture or ethos of the school. 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 [RSMo 160.405](https://revisor.mo.gov/main/OneSection.aspx?section=160.405&bid=33162&hl=160.261%u2044).

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 the Commission’s 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.

# Section B: Organizational Plan and Capacity

## B.1 Governance

The school’s governing board holds the charter and is directly accountable to the Commission for the success of the school and its students.

The governing board plays a critical role in the success of the school. 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 (RSMo 355.321). Thus, at least three must be named in the application. By the time of school opening, the Commission requires governing boards have at least seven 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 Commission 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.

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 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,
* 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. Describe how and when the board will

1. Evaluate the success of the school leader, the school, and its own performance.
2. Review academic, organizational, and financial performance data.
3. 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 CEO, 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.

To ensure the governing board meets all applicable legal requirements, provide, as Appendix B, the following completed documents:

1. Articles of Incorporation, which must include the disposition of property in the event of closure
2. By-laws (Schools should use the [model bylaws](https://mcpsc.mo.gov/media/pdf/bylaws) developed by the Missouri Charter Public School Association or, if they choose to use different bylaws, explain why.)
3. Board policies regarding open meetings and records compliance (if not included in By-laws)
4. Code of Conduct
5. Conflict of Interest Policy
6. Proof of Missouri non-profit and tax-exempt status (or a plan to meet those requirements pre-opening)
7. Proof of exemption from federal taxation according to Section 501c3 of the Internal Revenue Code (or a copy of the application for exemption)
8. Attestation of completion of background checks and Missouri Ethics Commission conflict of interest forms (or a plan to meet those requirements pre-opening)
9. Prospective board member resumes
10. Prospective board member responses to the [Board Member Surveys](https://mcpsc.mo.gov/media/pdf/board-survey)

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.

## B.2 Personnel – Roles and Responsibilities

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). Explain how the staffing plan is aligned with the school’s mission and adequate to accomplish the school’s goals and objectives.

Outline the primary responsibilities for all staff identified on the organization chart. In your narrative or in attached job descriptions, identify the 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,
* Student data/records management,
* Federal program compliance (e.g., IDEA, Title I)
* Budgeting,
* Financial management, specifically including pension program management
* Legal compliance, and
* Any other special staffing needs.

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

Even if a school leader has been identified, provide a job description with desired qualifications and responsibilities.

Attachments (labeled Attachment B.2)

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

## B.3 Personnel - Recruitment, Retention, Replacement, and Professional Development

Outline plans for recruiting and training, retaining, and replacing staff for the first five-year term of the proposed school. Include a staffing schedule aligned to the mission and projected student enrollment in year one and for the first five years.

Explain the hiring process and the timeline for hiring a school leader (if not already identified). Provide a job description for the school leader and other key administrative positions. Also share plans for cultivating future leadership capacity from existing staff.

Identify the professional development plans for all staff before school opening and during the school year. If not already outlined in A.2, above, explain how professional development for non-teaching staff will support effective implementation of the educational program. Also note how training will be adjusted in light of 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).

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.

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.

## B.4 Student Recruitment and Enrollment

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

Describe a recruitment plan designed to meet the enrollment projections in time for school opening and successive years. Explain how the plans were chosen in light of data that informed the enrollment projections and the communities the school intends to serve. Explain how parents and community members will learn about the proposed school before and after the school opens.

Include the following in your plan:

* Strategies that account for anticipated student attrition and mobility, and
* Marketing efforts and multiple communication media, including any necessary translation, to reach a broad cross-section of families and prospective students.

Describe the proposed enrollment and admissions process, including any necessary lottery. Explain how students applying to grades above the entry level will be admitted, in Year 1 and subsequent years. Also explain the school’s policy for filling seats that remain open or become open during the school year.

If the charter public school intends to establish legally allowed admissions preferences based on a geographical area around the school, sibling enrollment in the school, eligibility for free- or reduced-price lunch, 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 they will apply in the event that capacity is insufficient to enroll all prospective students who submit a timely application.

If completed, please attach the Admission and Enrollment Policy that covers these issues. If the school will serve Kindergarten, note that Missouri law requires children to be five years old on or before August 1 in the year they will start kindergarten.

## B.5 Parent, Educator, and Community Involvement

Describe how parents and community members were informed or involved in the development of the application.

Explain how parents, educators, and community members and organizations will be involved in the governance and operation of the school. Describe how two-way communication will be fostered between parents and the school. If not already established, explain how the school will cultivate and leverage community partners to achieve the school’s mission and support student success.

For any partner organizations, including those providing Pre-Kindergarten services, clearly delineate the roles of the partner organizations and the school.

Include the following as attachments, if available (labeled Attachment B.5):

* Relevant documentation, such as letters of support or commitments to provide or share resources
* Parent involvement policies or handbooks (including grievance procedures)

# Section C – Financial Plan and Capacity

## C.1 Budget

Present a budget 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.

Use the Charter School Budget Template on the [Materials and Resources](https://mcpsc.mo.gov/starting-a-school/materials-and-resources) to detail the school’s estimated revenues and expenditures for the charter’s proposed term, including the startup year. In addition to completing the budget, submit the following projected financial statements:

* 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

Provide as much detail as possible regarding key budget assumptions for each year. If any debt is being repaid, describe the repayment assumptions and plan. Explain how the budget aligns with and supports implementation of the educational program.

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.

## C.2 Financial Management

Describe the systems and procedures the governing board and leadership will use to manage the school’s finances. Delineate which responsibilities will be filled by the board and its committees and which will be filled by school leadership.

Explain how the school will comply with all applicable federal and state financial laws and regulations. Describe the school’s plan to develop and implement internal controls through financial procedures and other safeguards. Include the following in your response:

* How the board will provide for independent annual audits
* How the board will complete all required financial reporting
* How information required to be published will be made available for all stakeholders, including staff, parents, and the general public (this includes the annual financial report)
* Who will oversee compliance with management and reporting requirements for federal and state formula funds and discretionary grants (this includes [Uniform Grant Guidance](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1) and the [Missouri Financial Accounting Manual](https://dese.mo.gov/financial-admin-services/school-finance/accounting-manual))

## C.3 Facility

Describe the experience of the founding group (board and proposed leadership) in facilities acquisition and management.

Describe the school’s facility needs based on the educational program and anticipated enrollment. Include, 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 conform to applicable health, safety, and occupancy requirements, including access for individuals with disabilities.

If a facility has been identified, indicate the location (street address, city, and zip code) and provide floor plans. If renovation is required, describe those plans and provide 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 Section C.1. Budget.

Without disclosing confidential information, describe anticipated lease or purchase terms. If the school intends to lease facilities from a school district, discuss the status of those plans and provide evidence of any district commitments.

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. Include the roles to be played by board members, leadership, and others to ensure a successful and on-time opening.

## C.4 Contracted Services (non-ESP)

Provide information regarding non-ESP services the school will contract for including, but not limited to accounting, food service, insurance, legal, technology, and transportation. Describe the processes that have been or will be used to select service providers.

TRANSPORTATION

Public school districts in Missouri metropolitan areas are not required to provide transportation to students. In non-metropolitan areas, school districts are required to provide transportation to students living more than 3.5 miles from school. Charter schools are not required to provide transportation to any students except those with transportation included in such students’ Individualized Education Programs (IEPs) or those that qualify as homeless pursuant to the McKinney-Vento Act.

State whether the school intends to provide transportation for students. If so, describe the transportation plan and, in Section C.1., explain the revenue and expenditure assumptions for transportation, including anticipated state aid pursuant to [RSMo 163.161](https://revisor.mo.gov/main/OneSection.aspx?section=163.161&bid=8161&hl=).

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.

Explain in Section C.1. Budget the school’s assumptions for transportation costs, including those required pursuant to IEPs.

INSURANCE

Outline the school’s plans to secure insurance types that meet the 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
* A surety bond for the school’s chief financial officer in an amount to be determined based on the cash flow of the school or evidence that school’s liability insurance covers employee theft insurance

# Section D – Pre-Opening Plan

Provide a detailed pre-opening timeline and plan. 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 Commission’s pre-opening plan (see [Materials and Resources](https://mcpsc.mo.gov/starting-a-school/materials-and-resources)) 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

# Appendix

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

Complete this section if the school plans to contract with an education service provider (ESP) or to partner with a university.

Missouri law grants charter school governing boards autonomy to design their educational program, and to employ personnel and allocate resources to achieve their mission. The Commission holds charter public school governing boards accountable for student success and sound management of the public funds dedicated to that end. This accountability is especially important when a governing board contracts with service providers in pursuit of the school’s mission.

Explain how the ESP or university was chosen as a partner. Include in that explanation a description of how the proposal(s) or contract(s) have or will be vetted by financial experts and legal counsel independent of the provider.

Describe the planned relationship between the school and the ESP or university. Provide coherent delineation of the roles and responsibilities between the school’s governing board and the ESP or university.

Provide a clear description of the services to be provided by the ESP or university and how those services will further the school’s mission and program. Describe how the school’s governing board will hold the ESP or university accountable for student performance and financial management.

As applicable, provide the following in Appendix A.9.1:

* A list of any other schools currently managed by the ESP or university in the state of Missouri with contact information
* Student performance data, disaggregated by groups, for other schools that the ESP or university has managed (for the most recent three years)
* A list of nonrenewals or revocations of charter schools previously operated by the ESP or university (organized by year of nonrenewal or revocation)
* The services agreement as executed between the governing board and the ESP or university (or template version if not yet executed). This agreement must include: roles of the charter school board, staff and ESP; scope of services; measures ESP will be evaluated; compensation structure – including all fees paid to ESP; financial controls,; methods of contract oversight and enforcement, conditions for renewal, provisions for cancelation and any penalties associated with cancelation of the agreement.

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

## Applicant Instructions

Applicants who intend to operate career and technical education (CTE)programs must meet requirements for such programs established by the United States Department of Education and DESE. Applicants should review the materials on [DESE’s CTE site](https://dese.mo.gov/college-career-readiness/career-education) and provide the following information:

* The rationale for the program, i.e., how offering CTE programs will lead to the school accomplishing its mission and how doing so is aligned with the educational philosophy of the school,
* The plan for obtaining necessary approval to offer the program,
* The staffing plan for the program (this narrative must match the budget submitted with this application), and
* The financial and other resources that will be required for successfully delivering the programs.

# Appendix A.9.3 Virtual Programs – Optional

## Applicant Instructions

Applicants who intend to operate virtual programs (in part or in whole) must complete this section. Applicants should review [DESE’s guidance for Missouri Course Access and Virtual School Program (MOCAP](https://mocap.mo.gov/)) and provide the information listed below.

* The rationale for the program, i.e., how offering virtual programs will lead to the school accomplishing its mission and how doing so is aligned with the educational philosophy of the school,
* How these options will be communicated to families,
* The plan for ensuring all courses offered meet the statutory requirements,
* The staffing plan for the program, including the student:teacher ratio for the courses (this narrative must match the budget submitted with this application), and
* The financial and other resources that will be required for successfully delivering the programs.

[RSMo 162.1250](https://revisor.mo.gov/main/OneSection.aspx?section=162.1250&bid=8126&hl) allows LEAs (or charter schools) to receive funding for resident students enrolled in virtual courses, as long as those courses meet the requirements spelled out there. Any courses that meet such requirements are automatically approved (per RSMo 161.070(3.)(14)), but the courses are subject to periodic review by DESE.

Students attending charter schools may also take courses already included in the MOCAP catalog.

If the charter school wants to have its courses listed in the MOCAP catalog, the school must demonstrate to DESE that the courses meet applicable requirements (20 CSR 100.230(4)(B)(3.)). (All courses offered to charter school students must meet the requirements in RSMo 162.1250, but they do not all have to be meet requirements for or be listed in the MOCAP catalog.)

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

Applicants who intend to provide alternative credit toward graduation must complete this section. If not already addressed in sections A.3, 7, and 8, above, please provide the following information:

* The rationale for offering alternative credit toward high school graduation, i.e., how will this help the school accomplish its mission and how is it aligned with the educational philosophy of the school,
* The types of credit that will be available (e.g., off-campus instruction, embedded credit, work experiences through internships, and independent studies),
* How these options will be communicated to families,
* The plan for assessing completion of and progress toward alternative credits, and
* Any staffing, financial, or other resources necessary for offering alternative credits (this narrative must match the budget submitted with this application).

# Appendix B – Governing Documents

To ensure the governing board meets all applicable legal requirements, provide, as Appendix B, the following completed documents:

B.1 - Articles of Incorporation, which must include the disposition of property in the event of closure

B.2 - By-laws (Schools should use the [model bylaws](https://mcpsc.mo.gov/media/pdf/bylaws) developed by the Missouri Charter Public School Association or, if they choose to use different bylaws, explain why.)

B.3. - Board policies regarding open meetings and records compliance (if not included in By-laws)

B.4 - Code of Conduct

B.5 - Conflict of Interest Policy

B.5 - Proof of Missouri non-profit and tax-exempt status (or a plan to meet those requirements pre-opening)

B.6 - Proof of exemption from federal taxation according to Section 501c3 of the Internal Revenue Code (or a copy of the application for exemption)

B.7 - Attestation of completion of background checks and Missouri Ethics Commission conflict of interest forms (or a plan to meet those requirements pre-opening)

B.8 - Prospective board member resumes

B.9 - Prospective board member responses to the [Board Member Surveys](https://mcpsc.mo.gov/media/pdf/board-survey)

# Appendix C - 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. Please complete the following survey. At the end of the form, you will be asked to affirm that the responses are your own and are provided without outside assistance or direction.

## 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. Describe any previous experience you have 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 none, please write N/A.
5. Why did you agree to serve on the board?
6. What is your understanding of the role of a public charter school board member?
7. What relevant knowledge and experience will you bring to the board?

## Educational Philosophy

1. What is your understanding of the school’s mission and/or philosophy?
2. Are you familiar with the school’s proposed educational program? How would you describe it?
3. Defining Success
4. What are the characteristics of a successful school?
	1. What specific steps the board of education will need to take in the first year or two to ensure that this school is successful?
	2. What will be the defining characteristics of the school in four years if it is successful?
	3. What steps will 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

1. 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.
2. 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.
3. 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.
4. 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”).
5. 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”).
6. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.
7. Are there any potential ethical or legal conflicts of interest not already addressed that you can foresee in the context of your service on the school’s board? If so, explain.
8. 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.

 I affirm that the responses I have provided are true and accurate to the best of my knowledge and that I have prepared them without outside assistance or direction.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature Date**

**Board Member**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed Name**

# *Appendix D – Budget Documents*

D.1 – Charter 5-Year Pro-Forma Budget

D.2 – Local Revenue Worksheet

D.3 – County Revenue Worksheet

D.4 – State Revenue Worksheet

D.5 – Federal Revenue Worksheet

D.6 – Staffing Worksheet

D.7 – Contracted Services Worksheet

These templates are completed as Excel worksheets, available on the [Materials and Resource](https://mcpsc.mo.gov/starting-a-school/materials-and-resources) section of our website.

# Legal Requirements and Assurances

Charter public schools are established according to specific statutory and regulatory requirements.

Applicants, sponsors, DESE and SBOE fill specific roles to ensure that applications meet these legal requirements. The basic legal obligations are spelled out below.

To help the Commission (the sponsor) assess applications for completeness, each applicant must complete the checklist with the required legal elements of the application. Each applicant must also demonstrate its understanding of and commitment to operating a charter public school according to these legal requirements by completing the attached assurances form.

**Applicants** are required to submit an application that addresses each of the legally required elements of a charter school application.

**Sponsors** are required to verify applications address these requirements.

If the sponsor agrees to sponsor the school, the sponsor submits the application to **DESE**.Based on a recommendation from DESE, the **SBOE** will approve the application if the statutory requirements have been met.

Once sponsored by the Commission and approved by the SBOE, schools must meet certain pre-opening requirements and then operate the school in accordance with all applicable federal and State laws.

If theschool decides on its own or the sponsor determines the school should be closed, the school must follow the legal requirements for closure, included in the sponsor’s closure policies and procedures.

## 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.

1. **Academic Program**

|  |  |  |  |
| --- | --- | --- | --- |
| 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.5, B.5 |  |
| 160.405.1.(6) | Include a calendar for a school term that is at least equal to the requirements of RSMo 160.011. | A.4 |  |
| 160.405.1.(9)160.405.4.(5) | Describe the school’s comprehensive educational (instructional) program and curriculum. | A.2 & A.7 |  |
| 160.405.1.(7)-(8) 160.405.4 (6) | 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.2 & A.7 |  |
| 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.3, A.7, B.3 |  |
| 160.405.1.(12) | Describe the proposed student discipline policy. | A.8 |  |
| 160.405.1.(16) | Provide a description of the special education and related services that will be available. | A.6 |  |
| **For high risk or alternative schools** |
| 160.405.4.(6)(b) | Based on the school’s mission, curriculum, teaching methods, and services, propose comprehensive measures the school will use to determine whether students are meeting academic performance standards within a specified time frame. If appropriate, behavioral measures may be included. | A.2 & A.7 |  |
| 160.405.4.(6)(b) | Comprehensive academic and behavioral measures to determine student meeting performance standards on a different and specified time frame | A.2 & A.7 |  |
| 160.405.5.(1) | OPTIONAL – Describe any alternative methods students may use to earn high school credit. | A.2, A.3, A.7 |  |

**Service Provider or Charter Management Organization**

If the school plans to contract with and 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 |
| 160.145.7.(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. | A.9.1 |  |
| 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 following requirements.  | A.9.1 & B.3 |  |
| Delineate the roles and responsibilities of the school’s governing board, school staff, and the service provider. |  |  |
| Outline the scope of services and resources to be provided by the service provider. | A.9.1 & B.3 |  |
| Describe how the board will oversee and hold the service provider accountable. Include the performance evaluation measures, timelines, and means the board will exercise to address performance or breach of contract by the service provider. | A.9.1, B.3 & A.7 |  |
| Describe the compensation structure, including clear identification of all fees to be paid to the service provider. | A.9.1, B.3 & C.1 |  |
| Provide an investment disclosure for the service provider. | A.9.1 & B.3 |  |
| State the term of the contract and conditions for renewal and termination.  | A.9.1, B.1, B.3 |  |
| 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. | A.9.1, B.1, Survey |  |
| 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. | A.9.1 |  |
| 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 |  |
| 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, C.2 |  |

1. **Organizational Management and Operation**

|  |  |  |  |
| --- | --- | --- | --- |
| 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.3 |  |
| 160.405.1.(2) | Describe how parents, educators, and community members will be involved in governance and operations. | B.6 |  |
| 160.405.1.(4)160.405.1.(12) | 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.4 |  |
| 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.3B.4 |  |
| 160.405.1.(4) | Describe plans for professional development of teachers and staff. | B.4 |  |
| 160.405.1.(5) | State the grades and ages of students the school will serve. | Cover Sheet; A.5, B.5 |  |
| 160.405.1.(13) 160.410.1. 160.410.2. 160.410.3. 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. | B.5 |  |
| 160.405.1.(14) | Describe the school’s grievance procedure for parents and guardians. | B.6 |  |

1. **Financial Plan and Procedures**

|  |  |  |  |
| --- | --- | --- | --- |
| Statute or Regulation | Description | Application Section(s) | All Page #s |
| 160.400.1.(3)160.400.11160.405.4.(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 Commission and repayment plans for any current or planned debt. | C.1 |  |

## 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 within five business days of submission to the Commission. | Appendix |  |
| 160.400.15 | Prohibit school board members from being employees of the school or companies providing significant services to the school. | B.2 & Survey |  |
| 160.400.2 160.420.14 168.133  | Conduct criminal background checks and family care safety registry checks for all members of the governing board and employees. | B.2-4 |  |
| 160.405.1.(12) 160.405.4.(2) 167.115-117 | Comply with all applicable state and local laws and regulations on health and safety. | B.2-4 & C.3 |  |
| 160.041 160.405.4.(2) 160.261 167.161, 165, 171 | Comply with state, county, city laws and regulations on minimum educational standards, including the minimum number of school days and hours. | A.4 |  |
| 160.405.4.(1) | Be nonsectarian in policies, programs, practices, and operations. | A.2, B.3-5 |  |
| 160.405.4.(7) 162.670-162.710 IDEA Section 504 | 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.6 |  |
| 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 |  |
| 167.518 | Comply with state and local laws and regulations on academic assessment. | A.3 |  |
| 160.405.4.(6)(a) 160.410 160.522 | Gather and submit student performance and other data for the school's annual report card and publish that report card as prescribed. | A.3., B.3 |  |
| 167.020. | Comply with state and local laws and regulations on transmittal of student records. | B.4 |  |
| 110.010160.405.4.(4)  | Deposit all public funds received in a secured account. |  |  |
| 160.405.4.(4) | If operating as a local education agency (LEA), comply with all requirements of ESSA as it relates to federal audit requirements. | C.2 |  |
| 160.405.14.(1) and (2) | Have the chief financial officer maintain a surety bond and statutorily required insurance for the school and all employees.  | C.4 |  |
| 160.405.1.(15) 160.405.16.(6) | 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.  | D.2 |  |

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**Signature Date**

**Applicant**

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**Printed Name**

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**Signature Date**

**Board Chair**

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**Printed Name**