Charter School Application

A Model Resource for Missouri Charter Public School Sponsors

SPONSOR NAME

SPONSOR ADDRESS

DEVELOPED BY THE NATIONAL ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS

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* *Denotes sections required only of certain applicants*

Introduction

This application calls for proposals to start charter schools that are likely to achieve strong educational outcomes. Through charter schools, we expect to provide families with educational options of many different shapes and sizes but with one thing in common: quality education.

This application packet will guide you through the steps of developing a charter school proposal. Each section requests information about a specific aspect of your plan and presents the evaluation criteria that reviewers will use to determine whether the section meets the standard for approval. Experience has shown that successful charter schools tend to have a number of common characteristics:

- A clear, focused, results-oriented mission statement that aligns all parts of the proposal
- Demonstrated understanding of the population that the school is likely to serve;
- An educational program that is likely to be effective for the target population;
- Strong and diverse leadership; and
- Strong financial planning and management.

We are eager to receive well-developed applications from capable school developers who are committed to educating their students well and improving the lives of children and families in our community.

If you have any questions regarding this application or the evaluation process, please contact:

SPONSOR NAME AND ADDRESS

Dear Prospective Charter School Applicant:

Thank you for your interest in creating a charter school in Missouri. In 1998, the Missouri legislature created an opportunity for the creation of new, performance-based public schools through the charter process. Charter schools are secular, tuition-free public schools that operate as independent nonprofit organizations. They offer new public education options to children, families, teachers and school leaders. Our state's charter school legislation offers students, families and educators more choices in public education. It allows schools autonomy and flexibility in how they operate in exchange for establishing higher expectations for educating students well.

Missouri is not alone in looking to charter schools to improve public education. More than 4,600 charter schools educate more than 1.3 million children nationally. The new federal administration has made it a priority to increase substantially federal financial support for starting new charter schools.

Sponsors

Charter schools are created by application to a designated charter school sponsor. The Sponsor has been designated as a charter school sponsor under Missouri law. As a charter school sponsor, our goals are to enhance public education opportunities and quality. We are committed to creating opportunities for high quality schools for the youth and families of our communities. Any individual or group may submit an application to the Sponsor. This application packet is designed to provide potential applicants a clear understanding of our expectations for the content and quality of an application that merits approval.

Governance

Charter schools are governed by a nonprofit governing board. Missouri law requires applicants to demonstrate that they are qualified to operate a charter school. Typically, high performing charter schools have governing boards that are composed of a individuals with a mixture of backgrounds and expertise relevant to governing a public, not-for-profit educational organization. Such experience and expertise may include educational program, legal compliance, real estate and facilities, financial management and accounting, fundraising and development, community engagement, and parents.

Autonomy

Charter schools operate with substantial flexibility and autonomy in comparison to traditional public schools. Charter school operators have the opportunity and responsibility to decide the best ways to allocate resources like time, people and money to best meet the needs of their students. For example, operators may determine the length and structure of the school day in a way that best fits the educational program; they may structure staffing in a way that best supports teachers and students; and they may structure the budget to ensure that teachers will have the instructional resources they need to be effective. The authority of charter school operators to make these types of decisions is premised on the belief that those closest to students are best suited to make critical decisions about meeting their learning needs.

Accountability

Performance-based accountability is a central component of the charter school idea. Missouri charter school law requires that schools have clear, measurable academic performance standards under which they will operate and be evaluated. In addition, schools must be financially accountable and must comply with applicable laws such as health and safety, special education, and all civil rights laws.

The Sponsor will approve applications that clearly demonstrate strong capacity for establishing and operating a quality charter school. This standard requires a sound education program, organizational plan, and financial plan, as well as strong capacity to implement the proposal effectively.

Application Components and Guidelines

Components

The application consists of the following components:

Cover Sheet

The Cover Sheet provides a summary of key information related to the proposed school, including geographic location, enrollment projections, and applicant contact information.

Narrative

The three sections of the Narrative are the Education Plan, Organizational Plan, and Business Plan. Within each section, there are specific response categories (e.g., Curriculum and Instruction under the Education Plan or Budget under the Business Plan). Each response category includes the following:

- Applicant Instructions that inform you what you are expected to present.
- Evaluation Criteria by which reviewers will evaluate your response.
- Statutory Reference(s) that document the legal authority for the request.
- Required Exhibits (if applicable) listing attachments that you are required to provide as part of the response. The required exhibits do not preclude applicants from providing any other attachments that you consider relevant and significant for presenting your plan.

Appendix

The Appendix provides resources related to the application, including forms for some of the required attachments, such as the budget template and the questionnaire for prospective charter school board members.

Format Requirements

The Application should adhere to the following format:

- Hard copy on white, 8.5" x 11" paper
- One-inch margins on all sides
- Minimum 11-point font
- Paragraph formatting may not be more compact than standard single space
- Spiral-bound (3-ring binders are also acceptable; no paper clips or folders, please)

There is no minimum length for an application.*There are, however, strict limits on the maximum number of pages:*

- Narrative: maximum of 50 pages
- Attachments: maximum of 50 pages,

There is ample opportunity to develop a high quality application within these boundaries.

Application Deadline and Submission Requirements

The application package should include the following:

- Six spiral-bound copies
- One *clearly labeled,* unbound original copy
- An electronic version of the application (MS Word or compatible format) on either a CD or USB-compatible flash drive (only attachments easily transferable to disk need to be included electronically)

The full Application must be received by our office no later than 5 p.m. on the date of the deadline. Please mail or hand-deliver the application package to:.

SPONSOR NAME AND ADDRESS

Application Requirements Checklist

All applicants are required to complete and submit a full Application (six spiral-bound hard copies, one unbound hard copy, and an electronic copy (MS Word or compatible format) on a CD or flash drive) detailing the proposed charter school's educational, organizational and business plans.

The minimum requirements for submission of a complete Application package are as follows:

- ☐ Cover Sheet
- ☐ Table of Contents
- ☐ Narrative, not to exceed 50 pages
- ☐ Exhibits
  - Articles of Incorporation
  - Corporate Bylaws
  - Not for Profit Documentation
  - Governing Board resumes and questionnaire responses (See Appendix 1 for the questionnaire that must be completed by each prospective board member)
  - Governing board background checks or assurances
  - Organizational Chart
  - Position descriptions for key leadership positions
  - Education Service Provider background information (if applicable)
  - Education Service Provider list of Missouri schools (if applicable)
  - Executed educational services contract or template (if applicable)
  - Budget for the charter term
  - Cash flow analysis for first fiscal year of operation

For more information on application submission, please refer to the *Application Components and Guidelines* section of this document.

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

NAME OF PROPOSED CHARTER SCHOOL

NAME OF NOT-FOR-PROFIT 501(C)(3) ORGANIZATION THAT WILL HOLD THE CHARTER

PRIMARY CONTACT PERSON

TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION

MAILING ADDRESS

TELEPHONE (PRIMARY)

TELEPHONE (SECONDARY)

EMAIL ADDRESS

EDUCATION SERVICE PROVIDER (IF APPLICABLE)

PARTNER ORGANIZATION (IF APPLICABLE)

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED

INTENDED OPENING DATE (SCHOOL YEAR: E.G. FALL OF 20--)

PROPOSED CHARTER TERM (NO FEWER THAN 5 AND NO MORE THAN 10 YEARS) YEARS

ENROLLMENT PROJECTIONS (*IF APPLICABLE)

	GRADE LEVEL	PROJECTED ENROLLMENT		GRADE LEVEL	PROJECTED ENROLLMENT
SCHOOL YEAR 1			SCHOOL YEAR 6 *		
SCHOOL YEAR 2			SCHOOL YEAR 7 *		
SCHOOL YEAR 3			SCHOOL YEAR 8 *		
SCHOOL YEAR 4			SCHOOL YEAR 9 *		
SCHOOL YEAR 5			SCHOOL YEAR 10 *		

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

School Description *(150-word maximum)*

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

Application Certification

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

Signature

Date

Printed Name

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A. Education Plan

The Education Plan should define what students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment and outcomes.

A.1. Mission, Vision and Educational Philosophy
A.2. Curriculum and Instruction
A.3. Career Education*
A.4. School Calendar and Daily Schedule
A.5. Target Population
A.6. Special Student Populations
A.7. School-Specific Goals and Objectives
    A.7.1. Comprehensive Performance Measures*
A.8. Assessment
A.9. School Climate and Discipline

** Denotes Sections Required Only of Certain Applicants*

EDUCATION PLAN

A.1 Mission, Vision and Educational Philosophy

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;
- Identify the school's philosophical approach to educating students – ensure that priorities are meaningful, manageable and measurable, and focus on improving student outcomes; and
- Present a coherent vision of what the school will look like in 5-10 years if it is achieving its mission.

STATUTORY REFERENCE(S): § 160.405.1

EDUCATION PLAN

A.2 Curriculum and Instruction

Applicant Instructions

Provide a description of the 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 Show-Me Standards and Grade Level Expectations (GLEs). Discuss the specific instructional strategies that will be relevant or necessary to successful implementation of the curriculum. Discuss how curriculum and instruction needs are reflected in plans for professional development.

For core subjects, include sample lessons from two different grade levels that illustrate strategies for implementation of the curriculum consistent with the mission and educational philosophy.

Evaluation Criteria

If the school intends to use curricula that have already been developed, a response that meets the standard will

- 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 Show-Me Standards and GLEs;
- Demonstrate understanding of relevant instructional strategies; and
- Present a coherent framework for professional development that is likely to support effective implementation of the curriculum.

If the school intends to develop core curricula following approval, a response that meets the standard will

- Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with Missouri Show-Me Standards and GLEs;
- Describe the framework for development of the curricula for core subjects; and
- Identify a sound research, experience or theoretical base and foundational materials that will guide curriculum development; and
- Present a coherent framework for professional development that is likely to support effective development and implementation of the education program.

STATUTORY REFERENCE(S): § 160.405.1(2).

EDUCATION PLAN

A.3 Career Education *if applicable*

Applicant Instructions

Applicants who intend to operate career education programs must complete the Application for Approval of Career Education Programs. Specifically, the applicant should present the following:

- 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 overall district Comprehensive School Improvement Plan (CSIP).

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 measureable program goals and objectives;
- Present learning objectives, content, credits and skills appropriate for the anticipated student populations, that are aligned with Show-Me Standards, Grade Level Expectations (GLEs) and appropriate business/industry standards;
- Include a convincing plan for transitioning students to work, further training, or higher education;
- A complete assessment plan to measure student progress; and
- A complete plan for evaluating the effectiveness of the program.

In addition to the items listed above, schools seeking funding under the Carl D. Perkins Career and Technical Education Act of 2006 must have the previously mentioned items plus:

Affirmation that a local plan will be submitted and will adhere to all the rules and regulations of the Act and will meet the core indicators of performance:

EDUCATION PLAN

A.3 Career Education (continued) *if applicable*

- 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

EDUCATION PLAN

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-curriculars, and after-school activities, as applicable.

Required Exhibits

- ☐ Sample Daily Schedule for one grade in each division 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 Mo. Rev. Stat. § 160.011;
- Comply with minimum requirements for the number of school days and hours pursuant to Mo. Rev. Stat. § 160.041;
- Align with the school's educational mission and goals; and
- Provide, in advance, for the make up of a minimum of six inclement weather closure days pursuant to Mo. Rev. Stat. § 171.033.2.

STATUTORY REFERENCE(S): § 160.405.1; 160.405.5(2); 160.041

EDUCATION PLAN

A.5 Target Population

Applicant Instructions

The section on the Target Population should include a completed Anticipated Enrollment Table for each year of the school's proposed charter. It should describe the anticipated population of the school and should explain how the proposed mission, curriculum, teaching methods and services align with the educational needs of that population.

Dropout and At-Risk Populations

Missouri sponsors are required to grant at least one-third of charters to schools that actively recruit dropouts or high-risk students as their student body. 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 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.

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
- Demonstrate a clear understanding of the students the school intends to and is likely to serve;
- Present a persuasive explanation of how the proposed mission, curriculum, teaching methods and services are likely to meet the needs of the target population

STATUTORY REFERENCE(S): § 160.405.2(4)

EDUCATION PLAN

A.6 Special Student Populations

Applicant Instructions

Describe the school's plan for educating children with special needs, particularly those with limited English proficiency and those identified with disabilities. 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.

Evaluation Criteria

A response that meets the standard will

- Demonstrate understanding of and capacity to meet state and federal requirements regarding identification and education of the likely ELL population;
- Demonstrate understanding of and capacity to meet state and federal requirements regarding the identification and education of students with disabilities;
- Indicate a commitment to serving the full range of needs of students with disabilities; and
- Indicate a commitment to serving the full range of needs of special education students.

STATUTORY REFERENCE(S): § 160.405.1(2).

EDUCATION PLAN

A.7 School-Specific Goals and Objectives

Applicant Instructions

Like all public schools, charter schools are subject to state accountability requirements. For all approved schools, the charter contract will include a set of core educational performance expectations that reflect state accountability requirements and the Sponsor's Performance Expectations outlined in the Missouri Monitoring and Renewal Framework. In addition to those standard requirements, most schools have goals that are particular to the school's educational philosophy and organizational priorities.

Identify two key academic goals and one non-academic goal for which the school plans to hold itself accountable. Explain how those performance standards align with the school's mission, the proposed educational program, the statewide accountability system, and the well-developed school-specific goals will have the following characteristics:

- Specific
- Measurable (based on identified indicators and expected performance levels and a reliable measurement instrument)
- Ambitious and attainable
- Relevant (to your mission)
- Time-bound

Following are examples of performance goals.

Example 1: Student Gains
At all grade levels, students at the Charter School will average 1.1 years of academic growth as measured by multiple administrations of a nationally norm-referenced growth-measured exam.

Example 2: Performance Status
(Percentage) 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: Student Re-enrollment (Non-academic)
The Charter School will retain (percentage) of its enrolled students year-to-year during its first three years of operation.

Example 4: Parent Satisfaction (Non-academic)
The Charter School will demonstrate a (percentage) overall satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school during each academic year.

Evaluation Criteria

A response that meets the standard will:

- Align with the school's mission and educational program;
- Define goals and objectives that are specific, measurable, ambitious and attainable, relevant and time-bound;
- Align with the Sponsor's Performance Expectations outlined in the Missouri Monitoring and Renewal Framework;
- Set high standards for student learning; and
- Present clear criteria for promotion from one level to the next, and for graduation.

STATUTORY REFERENCE(S): § 160.405.1(1); 160.405.1(4); 160.405.5(6).

EDUCATION PLAN

A.7.1 Comprehensive Performance Measures

optional for high-risk and alternative schools

Applicant Instructions

Missouri's charter school law places a priority on meeting the needs of high-risk and alternative populations. 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 charter school or one serving high-risk students in which students may propose comprehensive school-specific academic and behavioral measures.

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.

If approved, the comprehensive measures will be used in addition to standardized public school measures to evaluate school performance.

Evaluation Criteria

A response that meets the standard will

- 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
- Be specific about the time frame in which students will be expected to meet the performance standards.

STATUTORY REFERENCE(S): § 160.405.5(6)(b).

EDUCATION PLAN

A.8 Assessment

Applicant Instructions

Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time, and the school as a whole toward meeting the statewide requirements. In particular, describe how the school will determine proficiency (by grade, achievement level, or grouping level) for mathematics, communication arts and one other subject area on an interim basis. For high school courses, what is the school's plan for developing and using end of course assessments?

What are the school's policies and criteria for promoting students to the next level and for graduation from the school?

How will the school use assessment information to modify the educational program and improve instruction, student learning and staff development?

Evaluation Criteria

A response that meets the standard will

- Align with the school's mission and overall educational priorities;
- Demonstrate understanding of the school's obligation to participate in the statewide system of assessment and accountability;
- Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, 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 MAP and end of course exams, as applicable.

STATUTORY REFERENCE(S): § 160.405.1(2); 160.405.5(6); 160.518

EDUCATION PLAN

A.9 School Climate and Discipline

Applicant Instructions

Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. 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.

Explain how the school will encourage family involvement and communication to support student learning, and how it will gauge satisfaction with school climate.

Evaluation Criteria:

A response that meets the standard will

- Describe an approach to student discipline that is reasonably likely to promote a safe and orderly learning environment; and
- Present legally sound policies for student discipline, suspension, dismissal and expulsion or a reasonable plan for their development; and
- Outline a clear strategy for engaging parents and guardians in the life and culture of the school; and
- Include evidence that the school will ensure a safe environment conducive to learning

STATUTORY REFERENCE(S): § 160.405.1(6)

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B.Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

B.1. Governing Body
B.2. Governing Board Composition
B. 3. Management And Operation
    B. 3.1. Education Service Providers*
B. 4. Staffing And Human Resources
    B. 4.1. Four-Year College And/Or University Affiliation*
B. 5. Student Recruitment And Enrollment
B. 6. Community Involvement
    B. 6.1. Joint Application*

** Denotes sections required only of certain applicants*

ORGANIZATIONAL PLAN

B.1 Governing Body

Applicant Instructions

Describe the entity that will hold the charter and be responsible for governing the school. 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
- ☐ Corporate By-laws
- ☐ 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 of criminal background checks for all prospective board members or assurance of satisfactory completion as a condition of service
- ☐ Documentation of child abuse registry checks for all prospective board members or assurance of satisfactory completion as a condition of service

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;
- Documentation of LEA status, if applicable, and
- 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.

STATUTORY REFERENCE(S): § 160.400.5; 160.400.11; 160.405.1(5); 160.405.2(1)

ORGANIZATIONAL PLAN

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.

For each proposed governing board member, the application should include, as an attachment, a resume or CV, and the completed form labeled *Appendix 1: Request for Information from Prospective Charter School Board Members*.

Describe any specific plans for recruitment of additional governing board members, including, but not limited to, plans that would involve parental, professional educator or community involvement in the governance of the school.

Required Exhibits

- ☐ Prospective Board Member Resumes or CVs
- ☐ Completed form labeled *Appendix 1: Request for Information from Prospective Charter School Board Members* for all prospective board members

Evaluation Criteria

A response that meets the standard will indicate that the board

- 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;
- Will represent the community well;
- Is aware of their duties and responsibilities as public servants in accordance with RSMo section 105.450; and
- Will generally have the capacity to found and sustain a quality school.

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

ORGANIZATIONAL PLAN

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, financial management, legal compliance, and any special staffing needs.

Your response should describe the primary responsibilities for each key management position and should identify critical skills or experience that will be priorities for fulfillment of those responsibilities. Give particular attention to the roles, responsibilities and actual (if already identified) or desired qualifications of the school leader. Discuss any plans for recruiting and selection of the school leader if no already identified.

Required Exhibits

- ☐ Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff
- ☐ Key position descriptions including critical skills or experience every employee that they intend to hire based on organizational chart (description can be general for core teachers). Qualifications for hiring should provide assurance that background checks and child abuse registry will be conducted for every employee in accordance with the law.

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;
- Demonstrated understanding of management needs and priorities; and
- A staffing plan that appears viable and adequate for effective implementation of the proposed educational program.

STATUTORY REFERENCE(S): § 160.405.1(5)

ORGANIZATIONAL PLAN

B.3.1 Education Service Providers

All applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term "education service provider" refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers.

After making the initial declaration, applicants should complete the remainder of the section only if the school expects to contract with an ESP. Other applicants should proceed directly to the next section, Community Involvement.

Applicant Instructions

Select the statement that is applicable and proceed as directed:

- We intend to contract with an education service provider. *Continue with completion of this section.*
- We do not intend to contract with an education service provider. *Skip to the next section.*

If the school expects to contract for services with an education service provider, discuss the school's decision to work with an ESP, in general, and the selected ESP, in particular. Describe the planned relationship between the school and the ESP 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. Describe the ESP's roles and responsibilities in relation to the school's management and governing board. Describe the school's performance expectations for the ESP. In other words, how will the school evaluate ESP performance?

Required Exhibits

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

Evaluation Criteria

The response should present a clear picture of the contractual relationship and accountability between the ESP and the school's governing board that is consistent with the school's mission and educational program.

A response that meets the standard will present

- A persuasive explanation of the reasons for contracting with an education service provider, in general, and this provider, in particular;
- A sense of how the proposed relationship with the ESP will further the school's mission and program;
- A clear description of the services to be provided by the ESP;
- A coherent delineation of the roles and responsibilities between the school's governing board, management and the ESP; and
- ESP performance expectations that are consistent with the school's accountability requirements and the means by which the board will hold the ESP accountable for meeting those expectations.

STATUTORY REFERENCE(S): § 160.405.1(5)

ORGANIZATIONAL PLAN

B.4 Staffing and Human Resources

Applicant Instructions

Discuss the staffing plan for the term of the charter including anticipated staffing needs and recruitment strategies. Discuss how the plan supports sound operation and successful implementation of the school's educational program.

Describe the instructional skills, experience, and development that teachers will need to have in order to be successful. How are those needs reflected in the plan for teacher recruitment?

Include a draft of a Staff Handbook or Employment Manual if developed. In responding to this section, consider the following questions:

- What strategies does the school have for recruiting and retaining effective teachers?
- How do the staffing-related budget assumptions align with educational program needs?
  How does the staffing plan reflect the anticipated enrollment and growth of the school?
- How will the school determine appropriate experience, training and skills of non-certificated instructional personnel?
- What will be the employer-employee relationship for staff at the school?

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
- Present a plan that is reasonably likely to attract and retain effective staff.

STATUTORY REFERENCE(S): § 160.415

ORGANIZATIONAL PLAN

B.4.1 Four-Year College and/or University Affiliation

A college or university affiliation is not required for a charter school. Applicants should respond to and be evaluated on this section only if they propose to have a college or university affiliation.

Applicant Instructions

Discuss any affiliation that the school intends to have with a four-year college or university, including a private college or university, or a community college. Address the specific purpose(s) of the affiliation including teacher training and staff development, curriculum and assessment development, use of physical facilities, or other purposes beyond sponsorship duties.

Describe your plans for developing the affiliation and any steps already taken. Include evidence that you are likely to be successful in establishing the proposed affiliation such as letters of support or other documentation of commitment from the college or university.

Evaluation Criteria

A response that meets the standard will

- Present a clear plan for college or university affiliation 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 college or university has the capacity and commitment to fulfill its anticipated role.

STATUTORY REFERENCE(S): § 160.405.8.

ORGANIZATIONAL PLAN

B.5 Student Recruitment and Enrollment

Applicant Instructions

In the table provided, enter enrollment projections for the school, by year, for the first five years of operation.

Describe the plan for recruitment and enrollment of students. Explain how the school will be publicized and marketed throughout the community to a broad cross-section of families and prospective students. What strategies will you use to reach families that are 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 school will comply with the requirements of section 160.410, Rev. Stat. Mo.

If the charter school intends to establish admissions preferences based on a geographical area aoround 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.[1]

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 enrollment and admissions policies and plans that comply with the requirements of section 160.410.

STATUTORY REFERENCE(S): § 160.410

[1] *Specific attendance limitations apply for charter schools sponsored in Kansas City and St. Louis. In Kansas City, a parent must be resident in the district. In St. Louis, a parent needs to meet residency or non-minority or non-minority requirements depending on the county. Sponsors receiving applications for Kansas City and St. Louis should consult legal counsel or the Department of Elementary and Secondary Education for charter school enrollment guidance.*

ORGANIZATIONAL PLAN

B.6 Community Involvement

Applicant Instructions

Discuss your plans for community involvement in the governance and operation 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.

Evaluation Criteria

A response that meets the standard will

- 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); 160.420.5

ORGANIZATIONAL PLAN

B.6.1 Joint Application

The following section should be completed if, pursuant to section 160.400.8, Rev. Stat. Mo., the school proposes to be affiliated with a college, university, museum, educational institution, other not-for-profit organization, or other partner that is not an educational service provider. Applicants that do not plan to have such an affiliation should proceed directly to Part C, Business Plan.

Applicant Instructions

If you are proposing to affiliate with a college, university, museum, educational institution, other not-for-profit entity, or any other partner, describe the rationale for the affiliation, the benefit that the school expects to receive from the partnership, and provide the following information for each affiliated organization:

- Name of the organization;
- A letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization is undertaking the affiliation and the terms and extent of the undertaking;
- The name of a contact person for the partner organization; and
- Contact information (address, phone number, facsimile number, and e-mail address) for the contact person at the affiliated organization;
- A description of the nature and purpose of the proposed affiliation including the specific purpose(s) for the affiliation (e.g., teacher training and staff development, curriculum and assessment, access to physical facilities, etc.).

Evaluation Criteria

A response that meets the standard will

- Include complete information about each affiliated partner;
- Provide documentation regarding the terms of the joint partnership;
- Present persuasive evidence that the plan for the affiliation is sound and that the purpose(s) is/are likely to support achievement of the school's mission.

STATUTORY REFERENCE(S): § 160.400.8

C. Business Plan

The Business Plan should provide an understanding of how the applicants intend to develop and manage the school's infrastructure and finances. It should present a clear picture of the school's revenue projections; expenditure requirements; facilities needs; transportation and food service plans; and pre-opening plan.

C.1. Budget
C.2. Financial Management
C.3. Facility
C.4. Transportation
C.5. Insurance
C.6. Pre-Opening Plan

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BUSINESS PLAN

C.1 Budget

Applicant Instructions

Use the *Charter School Budget Template* (Appendix B) to detail the school's estimated revenues and expenditures for the proposed term of the charter including the pre-operational startup year.

Provide a cash flow analysis for the first fiscal year of operation (July 1–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?

Required Exhibits

- ☐ Budget for the 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 the first year of operation; and
- Demonstrate a commitment to maintaining the financial viability of the school.

STATUTORY REFERENCE(S): § 160.405.1; 160.415.11

BUSINESS PLAN

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:

- 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 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; and
- Demonstrate preparation to meet its insurance, annual audit, annual financial report and other key financial management obligations.

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

BUSINESS PLAN

C.3 Facility

Applicant Instructions

Discuss the school's facility needs based on the educational program and anticipated enrollment. If the applicants have identified a facility, indicate the location (street address, city, and zip code) and provide either floor plans or 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.

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, pursuant to section 160.405.9, discuss the status of those plans and provide evidence of any district commitments.

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 Budget section, above.

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.

Evaluation Criteria

A response that meets the standard will

- Reflect a sound understanding of facilities 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)

BUSINESS PLAN

C.4 Transportation

Applicant Instructions

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 anticipated state aid pursuant to section 163.161 R.S.Mo.

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.

Evaluation Criteria

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 a physical disability.

Evaluation Note

With the exception of related services required under an Individualized Education Plan, charter schools are not required to provide transportation for students to and from the school.

STATUTORY REFERENCE(S): § 160.415.8.

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BUSINESS PLAN

C.5 Insurance

Applicant Instructions

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, legal liability, employment practices 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.

Include evidence to support the budget expense assumptions related to insuring the schools such as copies of broker or agency estimates.

Evaluation Criteria

A response that meets the standard will

- Evidence of requisite insurance coverage or ability to obtain requisite insurance coverage
- Evidence of requisite surety bond for school CFO or ability to obtain requisite surety bond

STATUTORY REFERENCE(S): § 160.405.11; 160.405.13.

BUSINESS PLAN

C.6 Pre-Opening Plan

Applicant Instructions

Provide a Pre-Opening Plan that documents key tasks to be completed between approval of the application and opening of the school. Include a schedule for initiation, development and completion those tasks, identify primary responsibility by individual or position, and document anticipated resource needs.

Evaluation Criteria

A response that meets the standard will demonstrate understanding of key pre-opening responsibilities consistent with the school's education, organizational and business plans.

STATUTORY REFERENCE(S): § 160.405.5.

Appendices

Appendix 1:
Request for Information from Prospective Charter School Board Members

Appendix 2:
Frequently Asked Questions about Charter Schools

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Appendix 1: Request for Information from Prospective Charter School Board Members[2]

Instructions

The Applicant's proposed governing board members are required to provide a current resume detailing their qualifications and experiences and respond to the Request for Information that follows. *Please be sure to submit these items together for each board member. Information on a proposed board member will not be considered unless complete information (resume and completed Request for Information) is provided.*

Request for Information from Prospective Charter School Board Members

Governing a public charter 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 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 school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, *each prospective board member should respond to this request for information.*

I. 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 school would open.
3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
4. Explain why you would like 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?

II. 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 will need to take in the first year or two to ensure that this school is successful?

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Appendix 1: Request for Information from Prospective Charter School Board Members[2] (continued)

III. 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.
16. (If the school does not intend to partner with an educational service provider, write "N/A").
17. 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?
18. (If the school does not intend to partner with an educational service provider, write "N/A").
19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.
20. 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.
21. 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.

[2] *Adapted from the Request for Information from Prospective Charter School Board Members developed by the Charter Schools Institute at the State University of New York for use in charter school applications.*

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Appendix 2: Frequently Asked Questions about Charter Schools

What are charter schools?

Charter schools are tuition-free public schools that are open to all families contingent on available space. They are permitted to operate with more flexibility and independence than traditional schools.

Are charter schools public schools?

Yes, every charter school is a public school.

How do charter schools differ from traditional public schools?

Charter schools differ from traditional public schools in that they are exempt from many state and school district regulations. They decide their own curriculum, staffing, organization and budget. In exchange for this autonomy, they promise to educate pupils well – meeting or exceeding Missouri's educational performance standards – or they lose the privilege of operating the school.

How are charter schools started?

Charter schools are established by a group of individuals – often teachers, principals, education experts and/or parents – that have a vision for the kind of school they would like to create. The founding group submits a plan for the school to a sponsor. Founding groups often spend a year or more planning their schools before submitting an application.

If the sponsor finds that the plan demonstrates that the group is likely to create a high quality school, the application is approved, and the applicant group prepares to open the school.

Who gets to attend a charter school?

As long as space is available, almost any pupil who applies to a charter school may attend that school provided the pupil meets the age or grade range that the school intends to serve. Enrollment is free and non-selective. Usually enrollment is limited to a specific number per grade.

Each school has a non-selective, free application process. If the number of applications exceeds the available space, the school will hold a random lottery to determine which children get to enroll.

What is a charter?

A charter is an agreement between the school's sponsor and the school that documents the school's rights and responsibilities as well as the educational outcomes that the school will be expected to attain. The charter is good for a fixed number of years, usually five. At the end of the charter term, the sponsor determines whether the school has met the terms of the agreement, particularly with respect to handling public funds responsibly, providing a safe environment and educating pupils well.

If the school has met expectations, the sponsor will renew the charter, and the school will continue to operate. If not, the charter will not be renewed, and the school will be closed.

Do charter schools serve students with special needs?

Like all public schools, charter schools are required to provide access and services to all students, including students with disabilities and those who are limited English proficient.

May a charter school be religious in nature?

No. Like all public schools, charter schools must comply with the first amendment to the U.S. Constitution that prohibits religious instruction in public education

What is a sponsor?

A sponsor is an organization that has the authority to approve and oversee charter schools. The Missouri legislature has authorized the St. Louis and Kansas City school districts to sponsor charter schools. In addition, the legislature has provided that community colleges or private four-year colleges meeting certain conditions may act as charter school sponsors in the St. Louis and Kansas City areas. A group interested in starting a charter school may apply to any eligible sponsor.