



**SOUTHEAST MISSOURI
STATE UNIVERSITY • 1873[®]**

Charter School Application

College of Education, Health, and Human Studies

Scully Building, Room 411

Southeast Missouri State University

College of Education, Health, and Human Studies

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NOTICE:

SEMO is not currently accepting new applications.

INTRODUCTION

The final application is submitted after an applicant has submitted a prospectus and received an invitation to apply – Step 1 in the process.

Following the submission of the fully completed application to Southeast Missouri State University (SEMO), the process is summarized as follows:

1. **Application Evaluation** – The SEMO Charter Liaison and Dean of Education, Health, and Human Studies conduct a rigorous review of the application, including the educational program, governance, financial plan, student support systems, and the founding team’s capacity. External consultants may also be used.
2. **Capacity Interview** – The applicant’s governing board chair and school leader participate in a structured interview with SEMO to assess the team’s understanding of its roles, the proposed school model, and the community’s needs.
3. **SEMO Sponsorship Decision** – SEMO determines whether the applicant has demonstrated the competence and capacity to successfully operate the school and issues a written acceptance or denial within 90 days of the filing of the application.
4. **Preparation for State Submission** – If SEMO approves sponsorship, SEMO and the applicant work together to finalize the application, negotiate a **five-year performance contract** with measurable academic targets, and complete the required assurance statement.
5. **DESE and State Board Review** – The final application, agreements, and SEMO sponsorship letter are submitted to DESE and the Missouri State Board of Education, with the application also submitted to St. Louis Public Schools as required. DESE reviews the application for compliance and may recommend changes.
6. **State Board Approval and Charter Contract** – Following Missouri State Board of Education (MSBE) approval, SEMO and the school enter a separate charter school contract establishing the terms of their relationship for the first five years of operation.

We expect that successful applicants will have spent considerable time in the development process, so this final package should be a thorough application.

Each section below details what should be described along with general evaluation criteria. It is understood that there is a vast universe of federal, state, and local laws governing public education and related programs. In most sections, major sections of law are identified for reference, but it is expected that applicants will understand or seek appropriate guidance in creating an application that meets all relevant laws, and the application will be judged on that basis, even if the laws are not cited herein. If any instructions are unclear, if the applicant has any special situations that do not appear to fit the law or the sections described below, or if the

applicant would like additional guidance on any aspect of education or charter school law, please direct questions to our office.

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

- DESE Cover Sheet
- Section A: Program Description
- Section B: Program Operations
- Section C: Facility and Budget
- Appendices: Including but not limited to:
 - Unit of Study (A.4)
 - Articles of Incorporation, IRS NFP Letter (B.2)
 - Bylaws (B.2)
 - Board Policies (B.2)
 - Board Resumes (B.2)
 - Assurance of Background Checks (B.2)
 - Service agreements, if applicable (B.1-B and B.2)
 - School Pre-Opening Plan¹ (detailed implementation timeline from approval to opening)
 - School Closure Plan (addressing student transition, records, finances, assets, personnel, and required reporting)
 - Other appendices as determined by the school

The Performance Contract and DESE Standard Requirements and Assurances

Once the Sponsor's Office approves the application, it will work with the applicant team to prepare it for submission to the MSBE. Together, our office and the applicant team will negotiate and approve a five-year performance contract that includes measurable student academic achievement targets and will include it in the application appendices. The board of directors will also approve an assurance statement confirming that the school will comply with all state and federal statutes and regulations governing Missouri's charter public schools.

For detailed information on the SEMO's charter school application and decision-making processes, please consult the Charter School Management Handbook, pp 7-15.

The DESE Cover Sheet

You will find the two-page DESE Cover Sheet on pages 3-4 below.

¹ A sample of a "Pre-Opening Checklist" can be found in the *Southeast Missouri State University Charter School Management Handbook*, pp 94-96.

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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)

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED INTENDED OPENING SCHOOL YEAR FALL
20__

ENROLLMENT PROJECTIONS

	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*		

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

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SCHOOL DESCRIPTION (1 page maximum)

The purpose of this section is to have a snapshot description of the school. Describe the school's mission, curriculum, grades served, and what benefits the students will enjoy as a result of attending this school. The sponsor will use your description to inform the public.

APPLICATION CERTIFICATION

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

BOARD APPROVAL

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

.....

DATE OF APPROVAL

.....

SIGNATURE - BOARD CHAIR/PRESIDENT

.....

PRINTED NAME

.....

DATE

SECTION A: PROGRAM DESCRIPTION

This section comprises the entirety of your school’s education program—its mission, vision, philosophy, values, and goals, and who carries out this vision, for what students, and what they will achieve in your school. Please include the following sub-sections with the recommended contents:

A.1 Mission, Vision, Philosophy and Goals

State the school’s mission, vision, philosophy, and general goals. Describe the school’s educational foundation and the culture or ethos. Tell us about the population you expect to serve and who will teach them, and why they would attend and support this type of school. View this section as a 1-2 page “elevator speech” that can be used to describe your school to a potential donor.

Evaluation Criteria

A response that meets the standard will:

- Present a compelling 1-2 sentence mission statement that defines the purpose of the school.
- Present a coherent and concise vision of the school from a learning perspective, including what the school will look like in 5 years and 10 years if it is achieving its mission.
- Provide a compelling justification for the existence and support of this school compared to all other education options available for your target population.

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

A.2 Student Population, Recruitment and Enrollment

Based on the preceding description of the school mission, this section should describe the school's student population and explain how the proposed mission, vision, philosophy, and general goals align with the educational needs. The applicant should discuss enrollment goals, both numeric and demographic, and explain where their expected students are currently attending school and why they would choose this school. Address attrition and mobility of students, including transportation. Discuss admission policy for grades above entry level. Also discuss how your model and enrollment plan may impact families and their decision to attend.

Complete an Anticipated Enrollment Table for each year of the school's proposed charter. Discuss any assumptions, risks, or potential limitations. Describe how you will recruit students. Discuss publicity, marketing, and strategies to reach all eligible families. Discuss the enrollment process, preference policies, backfilling, and enrollment policies when demand exceeds available seats.

Supplementary Material

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

Evaluation Criteria

A response that meets the standard will:

- Demonstrate a clear understanding of the population the school intends to serve.
- Present a persuasive explanation of how the proposed mission, philosophy, and general goals will meet the needs of the population.
- Present evidence to indicate that the enrollment projections by grade and school for each year of the charter are realistic.
- Present demographic data verifying the identified population the school intends to serve.
- Include an effective outreach and recruitment plan that demonstrates understanding of the community to be served.
- For schools serving high-risk populations, describe how the school will verify students as high-risk for enrollment.

STATUTORY REFERENCE(S): 160.405.1; 160.405.5; 160.410; 160.405.1(13); 160.405.2(4); 160.415.11

A.3 Educational Foundations, Climate and Culture

Describe in detail the school's educational foundations; include any relevant research and background on models used for developing this school and decisions for the model. Describe the school's climate (spirit, ethos, norms) and the school's culture (expectations, collective perception). Describe strategies the school will employ to develop and sustain a safe and orderly climate that supports fulfillment of the educational goals and how they are reflected in the education philosophy of the school. Describe how the school will address the social and emotional development of students. Explain the school's student behavior philosophy and discipline policy or code of conduct for both the general student population and for students with special needs.

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

Schools may also partner with other entities that require certain operating requirements, standards, or fees. If a school intends to be affiliated with any larger organization through contract or other formal agreement, indicate how this relationship impacts the educational program. Examples include, but are not limited to, licensing organizations such as KIPP, Montessori, SABIS, Waldorf, and the International Baccalaureate, and partnerships such as New Tech Network.

Supplementary Material

- Relevant research support and/or relevant outcomes from similar school models.
- Background information on the partner including relevant performance data for other schools in the partner portfolio.
- The services agreement(s), or template version if not yet executed, and term sheet(s) between the governing board and any partners are required in the application appendices. Also provide a list of all other schools in MO affiliated with the partner, past or present, including contact information; or, if there are none in MO, of schools in other states with similar populations.
- Faculty, staff, parent, or student handbooks, discipline policy, or other policy documents.

Evaluation Criteria

A response that meets the standard will:

- Describe the school's educational foundations and research-based evidence of positive outcomes justifying those foundations.
- Present a coherent and concise description of the school's educational philosophy and, if applicable, innovation. Address what makes this proposed school unique compared to existing public-school options.

- Present a persuasive explanation of how the school's educational foundations will meet the needs of the student population described in A.2 above.
- Provide a sound justification and process for selecting partners.
- Describe the school's culture (expectations) and climate (ethos).
- Describe how the school will promote the culture and climate with students, as well as with board members, faculty, staff, parents, community, and vendors.
- Describe an approach to student discipline that is likely to promote a safe and orderly learning environment.
- Present legally sound policies for student discipline, suspension, dismissal, and expulsion, or a reasonable plan for their development.
- Include evidence that the school will ensure a safe environment conducive to learning.

STATUTORY REFERENCE(S): 160.261; 160.405.1(5); 160.405.2; 168.071

A.4 Curriculum and Instruction

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

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

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

For all schools, also be sure to explain how instruction will be delivered—virtually, in classrooms, by a teacher, in small groups, through team teaching, in laboratories, and whether any special strategies will be employed, such as experiential learning, project- or problem-based learning, or other methods. Describe any plans for extra-curricular or enrichment activities that will be important to your program and plans for assisting students in transitions to additional education or work placement. Also highlight any community partners and opportunities for your students. This might include field trips or other out-of-school experiences, summer internships, employer partnerships, or community experience programs.

Required Document

In the appendices, include a complete unit of study from a full-year course, including the unit assessment, that demonstrates alignment or consistency with the school's mission and philosophy.

Supplementary Material

- Curriculum guides, or links for any commercial programs or contracted material, such as Montessori or International Baccalaureate (IB).
- For career and technical programs, include results of community-based assessments, student interest survey data, advisory committee recommendations, and needs identified by business and industry/employment outlook. Student interest survey data must be derived from Missouri Connections or a similar student interest assessment.
- Partnership agreements, articulation agreements, or other evidence of learning partnerships.

Evaluation Criteria

A response that meets the standard will:

- Present a clear and coherent framework for teaching and learning, particularly in core academic areas—aligned with Missouri Learning Standards, and consistent with the school’s mission, vision, and educational foundations provided in previous sub-sections.
- Demonstrate understanding of relevant instructional strategies consistent with the school’s philosophical approach to educating students.
- Present a persuasive explanation of how the school’s curriculum and instruction will meet the needs of the student population described in A.2 above.
- Describe the process for developing the scope and sequence for core academic subjects over the next 3-5 years, including a timeline and benchmarks.
- Identify sound research, experiential or theoretical base, and foundational materials that will guide curriculum development.
- Describe how the curriculum will be documented and communicated to teachers – especially those new to the school - including timelines and benchmarks.
- Present a coherent process for effective professional development that is likely to support implementation of the education program.
- Describe how staff development needs will be assessed.
- For career and technical programs, present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations.
- For virtual or experiential programs, present a plan for adequate monitoring of a student’s school day, including the delineation of on-line and off-line time in virtual programs.
- A plan for adequate technical or other support for students and parents or guardians in any school that requires special experiences, such as virtual schools, transportation in experiential programs, or other equipment or fees in career and technical programs.

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

A.5 Assessing Student Performance

Describe the academic standards beyond the applicable state and sponsor standards you plan to adopt or develop. Describe the adoption and/or development process. Take one grade level and subject area as an example and explain how these additional standards exceed applicable state and sponsor standards.

Describe the school's approach to student assessment, both formative and summative. Detail how baseline data, internal benchmark assessments, subgroup analysis, state assessment participation, test-security procedures, and a process for using results to adjust instruction, professional development, and student supports will be implemented. Explain how the school will evaluate progress of individual students (including subgroups), grade levels, cohorts over time, and the school toward meeting this school's goals and state requirements. Detail how the assessment(s) will be used to measure the impact of the school's model and education philosophy.

Describe how the school will determine proficiency (by grade, achievement level, or grouping level) for mathematics, communication arts, science, and social studies. For high school courses, describe the school's plan for developing and using end-of-course assessments. For career, technical, experiential, virtual, or credit-recovery programs, describe how course progress will be monitored and how credit will be earned.

Applicants who propose to operate an alternative credit program serving high-risk students should propose comprehensive school-specific academic and behavioral measures and explain how those measures align with the school's mission, the proposed educational program, and the statewide accountability system. Describe how the school will align to state graduation standards and/or use the Missouri Options program.

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

Evaluation Criteria

A response that meets the standard will:

- Align with the school's mission, student population, and overall educational priorities.
- Represent a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, grade levels, cohorts, and the charter school as a whole, including valid and reliable measures of student outcomes.
- Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes.
- Demonstrate understanding of Missouri assessment requirements.
- Present clear criteria for promotion from one level to the next, and for graduation.
- Provide appropriate methods to be used to ensure authenticity of student work and adequate proctoring of examinations in virtual programs.

STATUTORY REFERENCE(S): 160.405.2; 160.405.5(2); 160.405.5(6); 160.518; 162.125

A.6 Instructional Staff

Discuss the staffing plan for the term of the charter. Include a staffing schedule aligned with student enrollment for Year One and over the life of the charter. Discuss how the staffing plan supports sound operations and the successful implementation of the school's educational program for the expected student population. Explain the school's strategies for professional development in alignment with the school's mission and goals.

Describe the instructional skills, experience, and development that teachers will need to be successful. Describe what strategies the school will use to recruit and retain effective teachers. Describe the process by which criminal background and Family Care Safety Registry checks will occur for all faculty and staff. Explain how the school determines appropriate experience, training, and skills of non-certified instructional personnel. Also, be sure to indicate if the previously identified educational foundations, controlling contracts, or special curriculum require specific training or certification, staffing levels, professional development, or other staff requirements.

Discuss new teacher mentoring, teacher evaluation, and compensation strategies to promote retention, and hire quality staff. Explain how teacher and staff certification will be monitored, how noncertified instructional personnel will be supervised, and how certification deficiencies will be corrected. Be sure to discuss class sizes, teacher preparation and collaboration time, plans for aides and substitutes, and all supplementary professionals, including, but not limited to, librarians, reading or math specialists, and special subject teachers.

Supplementary Material

- Staff Handbook or Employment Manual
- Personnel policies

Evaluation Criteria

A response that meets the standard will:

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

STATUTORY REFERENCE(S): 160.415; 168.071; 160.405; 160.420

A.7 School Calendar and Daily Schedule

Present the school calendar for the first year of operation, 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, extracurricular activity, and after-school activities, as applicable.

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

Describe a “day in the life” of a student who attends this school and an average classroom teacher, then discuss how that daily schedule might change over the week—to include special subjects, pull-out or push-in time, and teacher development.

Evaluation Criteria

A response that meets the standard will:

- Align with the school’s educational mission and goals, curriculum and instruction plan, and assessment plans.
- Meet the differentiated needs of the student population.
- Accurately represents all teacher preparation, mentoring, observation, and evaluation in the school schedule and calendar.
- Produce a school calendar providing a minimum term of at least one thousand forty-four hours of actual pupil attendance, and a minimum of one hundred and sixty-nine school days, pursuant to 171.031.
- Comply with minimum requirements for the number of school hours pursuant to 160.041.
- Provide, in advance, for the makeup of a minimum of thirty-six hours of inclement weather closure pursuant to 171.033.2.

STATUTORY REFERENCE(S): 160.041; 160.405.1; 171.031; 171.033(2)

Useful Information:

[SY 2027 School Calendar, Inclement Weather, 169 Day School Calendar Provision Guidance Document](#)

A.8 Special Student Populations

LEAs are required to meet students' needs and provide programs of instruction suitable for the full range of students' means and abilities, from homeless students to students with disabilities and disadvantaged learners to those who are academically advanced. Missouri's charter public school law prioritizes meeting the needs of high-risk and alternative populations. 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, instructional approach, and assessments will be designed or adapted to serve students with special needs, particularly with English learners and those identified as students with disabilities. Describe the school's plan for educating children with gifted needs, including gifted children with limited English proficiency. You will be required to meet all minimum standards and requirements, but highlight how your school's philosophy, curriculum, or practices will better meet the needs of students of all abilities.

Evaluation Criteria

A response that meets the standard will:

- Demonstrate capacity to meet state and federal requirements regarding the identification and education of students with disabilities, students who are homeless, and children who are gifted.
- Describe the school's plan for the implementation of special education services.
- Contain written procedures to systematically identify and serve gifted/talented students in all grades consistent with state administrative rules and regulations.
- Provide identified gifted/talented students with instructional objectives, strategies, and assessments that are appropriate to their identified needs and provide on a continuing basis as these students progress through the grades.
- Demonstrate capacity to meet state and federal requirements regarding identification and education of the likely EL population.

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

A.9 Academic Objectives

Charter public schools are expected to offer families quality educational options and, as such, are subject to sponsor, state, and federal accountability requirements. In addition to the legal charter agreement with a sponsor, the charter performance contract will include core educational performance expectations that reflect state accountability requirements and negotiated minimum performance expectations. In addition to those standard requirements, schools should have aspirational goals and other goals particular to the school's educational philosophy and organizational priorities.

Well-developed school-specific goals will be SMART:

- Specific (targeted subject, grade level, student population).
- Measurable (based on identified indicators, baseline and expected performance levels - absolute and/or growth - and a reliable measurement instrument).
- Ambitious and attainable (both aspirational and realistic).
- Relevant (to your mission and to identified need).
- Time-bound (a defined duration of time).

State statute provides charter schools with the flexibility to determine the time required to accomplish the school's goals. Applicants should identify their primary academic goals and explain how those align with the school's mission, the proposed educational program, and the statewide accountability system. Describe how you plan to maintain accountability to those goals and identify possible interventions you will implement if those goals are not met, in any time period. Detail and indicate at what level of failure you will consider closure and/or reconfiguration of the LEA, buildings, or grades, and at what level of persistent failure the board will decide to close buildings or the entire LEA.

The Performance Contract

If the Southeast Missouri State University Charter School Sponsor Office approves the application, it will work with the applicant team to prepare it for submission to the MSBE. All the goals described in this subsection will be distilled into a five-year performance contract to be negotiated by the applicant team with the sponsor.

Evaluation Criteria

A response that meets the standard will:

- Set high standards for student learning.
- Identify outcomes and goals that align with the school's mission and educational program.
- Define goals and objectives that are specific, measurable, ambitious, attainable, relevant, and time-bound.
- Require annual targets not only for academic achievement, but also for attendance, governance, leadership, financial operations, and reporting.
- Include a timeline for students to meet performance standards that shall not be construed as permitting a charter school to be held to performance standards lower than any other public school within a district.

- Set specific measures for a sub-group population if it differs significantly from the school's overall population.
- For schools with high-risk populations, specify the time frame in which students will be expected to meet state performance standards.
- Identify the lowest threshold for performance the board will tolerate before enacting closure procedures.

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

SECTION B: PROGRAM OPERATIONS

This section comprises the entirety of your school's structures and systems for governance, leadership, management, and finance. Please include the following sections with the recommended contents:

B.1 Overview: Governance, Management and Operations

This sub-section should present a 1–2-page executive summary of the balance of this section. Describe briefly the entity that will hold the charter, its governing board, and relationships to any other major contractors or partners. Briefly describe the philosophy and/or strategy used to form your founding board and how you will recruit and train new members in the future.

Briefly clarify how all the entities involved in leading and operating the school will work together. Include who will lead major decisions and operational functions, including what services will be contracted. And finally, discuss how the school will encourage and manage participation of parents, the community, and any other stakeholder entities.

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

Finally, highlight anything that makes your application different from other schools.

Evaluation Criteria

A response that meets the standard will:

- Present a clear picture of how all stakeholders will be involved in governing, managing, and operating the school, with clear lines of authority and accountability.

B.1-A: Existing School Operators

For applicants who are existing school operators, particularly in Missouri, provide the following:

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

Evaluation Criteria

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

- Existing schools:
 - Provide quality education for the students served.
 - Are operationally sound and compliant with all state and federal statutes as related to financial and organizational performance.
- Growth plans are feasible.
- Financial operations are compliant with all state and federal statutes.
- Current finances are positioned to fund a new school.

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

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

- A draft of the proposed management services agreement that sets forth the key terms, including:
 - Roles and responsibilities of the charter school governing board, the charter school staff, and the service provider.
 - The services to be provided.
 - A detailed explanation of compensation to be paid to the service provider.
 - Financial controls and oversight.
 - Methods of contract oversight and enforcement.
 - Conditions for contract renewal and termination.
- A disclosure and explanation of any existing or potential conflicts of interest between the charter school governing board and proposed service provider or any affiliated business entities

Evaluation Criteria

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

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

Southeast Missouri State University will NOT accept applications from Educational Management Organizations that retain ownership of the buildings or physical assets where the charter schools they manage are located.

B.2 Governing Board Composition and Corporate Organization

Describe the entity that will hold the charter and be responsible for governance of the school and ensure the terms of the legal charter agreement and performance contract are met. Provide documentation of the entity's legal status including Articles of Incorporation, Bylaws, and documentation of legal not-for-profit status. To the extent that the organization exists and has functions independent of the operation of the proposed school, provide a brief description of the organization, its history, its current operation, and the relationship between its existing operations and the proposed school.

Describe the philosophy or strategy used to create the founding board, which must include a minimum of seven members. Discuss the purpose of your board, the knowledge, skills, and abilities sought, and the current strengths and challenges of the board. 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. The board collectively should possess expertise in education, finance, law, governance, community engagement, facilities, and organizational leadership. Describe the experience the members bring to the governing board and school. For each proposed governing board member, the application should include a resume in the appendices.

Describe how additional board members will be recruited, how current board members will be replaced, and how the board will train current and new members. Discuss in general terms how the board will carry out its duties, such as committees, selection of officers, and evaluation of its own oversight and the operations of the school.

Required Documents

- Articles of Incorporation signed and dated
- Documentation that the applicant is a Missouri nonprofit corporation and has applied for and/or received not-for-profit status from the Internal Revenue Service
- Corporate By-laws signed and dated
- Any existing board policies
- Board member resumes
- Documentation or assurances of satisfactory completion of criminal background checks and Family Care Safety Registry checks for all board members
- Plans for annual board self-evaluation, an annual board development plan, continuing board training, annual Missouri Ethics Commission filings, Sunshine Law compliance, conflicts-of-interest management, board policy review, and succession or replacement of board members.

Evaluation Criteria

A response that meets the standard will:

- Include all required documents.
- Indicate that the board has a thorough understanding of their governing role and ultimate responsibility for the school.

- In the case of pre-existing organizations, demonstrate that operation of the proposed school is consistent with the organization's overall mission and operation and that there are no conflicts of interest.
- Demonstrate no other external conflicts of interest.
- Present a board that has the capacity and willingness to oversee the successful development and implementation of the education program presented in the application.
- Demonstrate capacity to oversee the effective and responsible management of public funds.
- Demonstrate capacity to oversee and be responsible for the school's compliance with its legal obligations.
- Provide evidence that the board is sufficiently connected to the school district area, local community, and targeted population.

STATUTORY REFERENCE(S): 105.450; 160.400.5; 160.400.11; 160.405.1(5); 160.405.2(1); 160.405.5 (8) (a); 610.010-030; 105.483 -105.492 and 5 CSR 20-100-260(2) (E)

B.3 Management and Operations

Include a flowchart that clarifies the school's organizational structure and lines of authority and accountability. The chart should include the board, the sponsor, and any external stakeholders. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, student data/records management, legal compliance, and any special staffing needs.

Your response should describe the primary responsibilities for each key position and identify critical skills or experience necessary to fulfill those responsibilities. This information should be included for all management staff identified on the organizational chart. The school leader's description should be especially detailed, including desired qualifications and responsibilities. If the school leader has not already been identified, discuss plans for recruitment and selection. If the school plans to have a larger management structure with a leader, an instructional leader, a dean of students, and/or other administrators, provide the key responsibilities of all administrators and describe key planning and decision-making activities, including who holds accountability.

If management personnel is going to be phased in over several years, provide a timeline indicating the year each staff member will be hired.

Evaluation Criteria

A response that meets the standard will:

- Demonstrate understanding of all school management needs and priorities.
- Provide coherent delineation of the roles and responsibilities for administering all school operations.
- Provide a coherent delineation of the roles and responsibilities among the school's governing board, management, and any partner entities.
- Provide a clear description of services to be provided by any external management or partnering entities.
- Provide contract performance expectations that are consistent with the school's accountability requirements and how the board will hold other entities accountable for meeting those expectations.
- A staffing plan that appears viable and adequate for effective implementation of the proposed educational program
- Staff schedule matches budget. (For more on the budget, refer to C.2 below)

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

B.4 Financial Operations and Data Management

Data collection and reporting are vital activities and the foundation of financial management. Describe the systems and procedures for managing the school's data and finances and identify the staff position(s) that will be responsible for financial oversight and management.

Describe how the school's finances will be managed and who will be responsible for the protection of student and financial records. Your response should address day-to-day student data management and plans for student data. Describe how systems will be established to address FERPA-compliant student records, applicable HIPAA safeguards, state records-retention requirements, MOSIS and Core Data reporting capacity, electronic transferability of student records, data security, designated reporting personnel, and procedures ensuring timely and accurate sponsor and DESE submissions.

Your response should also address financial management systems and procedures, including internal controls that guard against conflicts of interest. You should also address basic financial management, including who will be responsible for major fiscal responsibilities, which functions you expect to outsource, and the role of an external accountant or auditor.

Evaluation Criteria

A response that meets the standard will:

- Demonstrate understanding of the school's financial management and public stewardship obligations.
- Present evidence that the school has or will have capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced-price lunch, and special education and English learners' enrollment.
- Show that policies and procedures are consistent and transparent to all stakeholders, including parents, employees, and the general public.
- Demonstrate understanding of the Missouri-prescribed accounting codes; monthly financial reports; board review of check registers; board control of accounts containing public funds; independent annual audits; ASBR reporting; compliant procurement procedures; internal controls; management of federal funds; and publication of financial information when required.
- Demonstrate preparation to meet an annual audit, Annual Secretary of the Board Report (ASBR), and other key financial management obligations.
- Ensure that any grants or federal programs the charter receives are administered according to established guidelines, including the Code of Federal Regulations (CFR), Uniform Grant Guidance (UGG), and the Education Department General Administrative Regulations (EDGAR).

STATUTORY REFERENCES: 160.405.1; 160.405.4; 160.405.5(4)

Additional information:

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

B.5 Contracted Services – including, but not limited to, Transportation, Insurance and Food Service

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

Describe the policies and process used to select vendors.

Transportation

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. Whether or not the school will provide transportation regularly, describe how the school will arrange special transportation for students when required.

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

Note on Transportation: Apart from related services required under an Individualized Education Plan, charter public schools are not required to provide transportation.

Insurance

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

Food Service

Provide evidence of a food service plan.

Evaluation Criteria

A response that meets the standard will:

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

STATUTORY REFERENCE(S): 160.405.11; 160.405.13; 160.415.8

B.6 Stakeholder Engagement

Parents

Discuss in detail your plans to engage parents and other family stakeholders. Describe the role parents or guardians will play in school governance and operations, and in the education of their children. Some schools have very innovative ideas around parent education, alternative student conferences, and parent meetings. Discuss those ideas here. In addition, discuss any plans for parent organizations, and how the school will handle grievances from parents or guardians. Specifically, provide a legally sound policy and defined process for parent and student concerns, including escalation and board oversight.

Faculty and Staff

Discuss in detail your plans to engage faculty and staff. Discuss how faculty and staff will be involved in the governance and operation of the school, including any plans for structures and processes that give faculty and staff a voice in the decisions that directly impact their work. Describe how the school will handle grievances from faculty and staff. Specifically, provide a legally sound policy and defined process for faculty and staff concerns, including escalation and board oversight.

Community Partnerships

Discuss your plans for community involvement. Describe the nature of potential partnerships, including examples of how community partners will play an integral part in the life of the school. Specifically, provide a legally sound policy and a defined process for community members who voice concerns, including escalation and board oversight. Identify specific organizations with which the school is already working or likely to partner. Describe any plans that involve outreach for fundraising or corporate partnerships.

Supplementary Materials

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

Evaluation Criteria

A response that meets the standard will:

- Detail parent, community, and educator involvement in the governance and operation of the school.
- Present plans for community outreach and partnerships that align with the purpose and goals of the school.
- Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliations.
- If significant partnerships are proposed, demonstrate that the community partners have the capacity and commitment to fulfill anticipated roles.
- Discuss how parents, students, employees, and community member grievances will be handled, citing legally sound policies and defined processes, including escalation and board oversight.

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

SECTION C: FACILITY AND BUDGET

This section presents your facility and budget plans for the school.

C.1 Facility

Discuss the school's facility needs based on the educational program and anticipated enrollment for the next ten years. Provide a description including, at a minimum, the number and size of the buildings, classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities. Describe how and when additional facilities will need to be acquired to meet growth plans.

If the applicants have identified a facility, indicate to what extent the facility currently meets all requirements and/or the extent that the facility will require renovation or "build out." If the school anticipates incurring debt as part of its facilities acquisition plan, the budget must include a repayment plan, as indicated in the C.2 Budget sub-section below.

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

Explain how any facility will meet the needs of students and describe how it will be accessible to students with physical disabilities. Discuss a timeline for obtaining all applicable occupancy, building, elevator, health, food service, fire and life safety, accessibility, and other local permits.

Supplementary Materials (as available)

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

Evaluation Criteria

A response that meets the standard will:

- Reflect a sound understanding of facility needs.
- Demonstrate knowledge of facilities costs, including, as applicable: cost of purchasing, leasing, building, or renovating, and maintaining an educational facility that conforms to applicable health, safety, and occupancy requirements.
- Include evidence that the proposed facility will be adequate or present a viable plan for securing a building that is appropriate and adequate for the school's educational program, anticipated location, and target population, including needs of people with disabilities.
- Demonstrate that the school's plan for acquisition of a facility is financially viable.
- Identify responsible parties, anticipated costs, contingencies, and the date by which the facility must be operational.

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

C.2 Five-Year Financial Plan and Budget

The applicant shall submit a five-year financial plan and operating budget demonstrating the financial capacity and long-term viability of the proposed charter school. The plan shall include projected enrollment, revenue assumptions, expenditures, annual operating surplus or deficit, beginning and ending fund balances, projected reserves, debt and long-term obligations, and the assumptions supporting each projection. The plan shall demonstrate consistency with the school's staffing plan, educational program, facilities plan, and enrollment projections. The financial plan shall include provisions for annual independent financial audits and shall demonstrate compliance with applicable Missouri law and DESE financial requirements.

Provide the school's estimated revenues and expenditures for the proposed charter term, including the pre-operational start-up year. Also provide a cash flow analysis for the period from charter application submission through the first school year, ending June 30. For both, include an explanation and discussion of the key assumptions underlying the budget projections, and explain how the budget aligns with and supports the implementation of the educational program.

Be sure to include a facility plan and detailed staffing chart, with a budget that clearly aligns with the general budget for each year of operation. The facility plan should include acquisition, operation, maintenance, repairs and improvements, and insurance. The staffing plan should include administration, instructional staff (including aides), and all other school personnel.

If the school anticipates incurring debt for any reason, such as the acquisition of its facility, the budget must address the debt repayment schedule, and the budget discussion should elaborate on the repayment assumptions and plan. This section should also discuss the school's contingency plans, including alternative budget scenarios, facility plans, and staffing plans for cash-flow challenges such as budget shortfalls, lower-than-expected student enrollment, or other financial challenges in the early years of operation.

Useful information can be found in DESE's [Missouri Financial Accounting Manual](#).

Evaluation Criteria

A response that meets the standard will:

- Demonstrate understanding of the Missouri-prescribed accounting codes; monthly financial reports; board review of check registers; board control of accounts containing public funds; independent annual audits; ASBR reporting; compliant procurement procedures; internal controls; management of federal funds; and publication of financial information when required.
- 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, a sound cash flow analysis, and a debt management plan.
- Present viable strategies and contingency plans for meeting potential budget and cash flow challenges, particularly for pre-opening and the first year of operation.

- Demonstrate a commitment to maintaining the financial viability of the school.
- Project a sufficient fund balance at the end of each fiscal year.
- Discuss how the staffing-related budget assumptions align with educational program needs.

STATUTORY REFERENCE(S): 160.405.1; 160.415.11; 161.520