SAINT LOUIS UNIVERSITY.

Charter School Sponsorship: Full Application

Introduction

The first stage of SLU's charter application process requires all applicants to submit a brief Prospectus to SLU's Director of Charter School Sponsorship. Upon completion of the review by SLU, applicants will be informed in writing of SLU's decision to either reject the Prospectus or invite the applicant to submit a full Application. The requirements of the Application are provided here. As appropriate, elements of the Prospectus can be used in this Application, as well.

It is understood that there is a vast universe of federal, state and local laws that govern the provision of public education and its surrounding programs. In most sections, major sections of law are identified for reference, but it is expected that applicants will know, or seek appropriate guidance 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.

> ***Note: Applicants seeking to operate "virtual programs" (as defined by DESE and RSMo 162.1250(3)), "career and technical education programs" (as defined under the Carl D. Perkins Career and Technical Education Act of 2006), or a school serving "high risk and alternative populations" (as defined by RSMo 160.405.2(5)), must complete additional, program-specific application materials not contained in the application below. Contact SLU in advance for guidance and the additional application requirements. SLU prioritizes applications for schools oriented to high-risk and alternative populations.***

If any instructions are not clear, or there any special situations that seem not to fit law or the sections described below, or additional guidance is needed, please contact SLU's Office of Charter School Sponsorship.

Application Timing & Related Decision-Making

The schedule for all stages of charter application submission and review is as follows:

Important: This schedule offers deadlines for the submission of application materials; applicants are strongly encouraged to submit materials to SLU well in advance of these deadlines.

Action	Timing/Deadline
Prospectus Submitted to SLU	No later than May 15 in the year prior to anticipated opening.
Response to Prospectus to Applicant	30 days following submission
Application Submitted	No later than July 15 in the year prior to anticipated opening
Response to Application to Applicant	60 days following submission
Contract Signed *(if application accepted)*	No later than October 15th in the year prior to anticipated opening
Fully agreed-upon Charter Submitted to DESE	No later than November 10th in the year prior to anticipated opening
SBOE Decides on charter	No later than January 31st in the year of anticipated school opening
School opens	August 20XX

SAINT LOUIS UNIVERSITY

Charter School Sponsorship Application

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SAINT LOUIS UNIVERSITY

Charter School Sponsorship Application

A. Overview

Name of Proposed School:

Proposed Location (Generally) of the School:

Name of 501(c)3 serving as the School's Corporate Entity:

Intended Year of School Opening:

A.1 In no more than 500 words, summarize the school's mission/vision and governing educational philosophy/model.

A.2 Charter schools may seek sponsorship from a wide range of institutions/organizations – each with distinct sponsorship philosophies and motivations. What informs this application for sponsorship from Saint Louis University, specifically? What – *specifically* – about SLU, and our approach to charter sponsorship, drives your interest in our sponsorship?

Evaluation Criteria: ***Satisfactory responses will…***

- evidence a compelling and well-articulated description of the proposed school.
- evidence clear intentionality in and a strong rationale for seeking SLU's sponsorship
- evidence of alignment between the proposed school, board, and SLU as the potential sponsor.

B. Target Student Population and Need

B.1 Describe – quantitatively and qualitatively – the student population for which the school is intentionally designed. Address all of the following:

- geography, gender, race/ethnicity, age, pertinent socio-economic and cultural characteristics, etc.
- what schools the majority of the target students currently attend; current attrition and mobility rates; and results of any pertinent research indicating an interest from target school families to attend the proposed charter school

B.2 Detail the need for the school to exist within the current/future portfolio of educational options in the City of St. Louis. Address your understanding of the challenges – educational, operational, etc. – of the current neighborhood schools and the target population's currently unmet educational needs (cite enrollment and/or student achievement data, community-based research, district reports, etc. as appropriate).

B.3 Detail how your school's philosophy/model (as detailed above) is well-suited to this target population? Be specific. What supports your belief in the efficacy of your school for this target population?

B.4 Describe how you will recruit students. Discuss publicity, marketing, and strategies to reach all eligible families. Discuss the nature of and extent to which you have engaged target population families and the local community to develop your plans.

B.5 Detail the admission and enrollment processes, admission preference policies, back-filling of open seats (at all grade levels), and enrollment policies invoked when demand exceeds available seats. Address the school's policy on the validity of attendance of students who do not reside in the district but may be eligible to attend per judicial settlements, and admission statements related to

students with disabilities.

B.6 Complete the five-year enrollment projection table below, adding grade columns if necessary:

	Grade:	Grade:	Grade:	Grade:	Grade:	Grade:	Grade:	Grade:	Grade:	Grade:	Annual Total
Year 1											
Year 2											
Year 3											
Year 4											
Year 5											

B.7 Provide below any context you feel will help SLU understand your enrollment projections and/or timeline. Address projected attrition (which should be accounted for in your projected annual enrollments). Provide any additional support for the predictive quality of your enrollment projections.

Evaluation Criteria: ***Satisfactory responses will…***

- evidence a clear understanding of the how the proposed school is designed to meet the specific educational needs of its target student population.
- evidence a well-informed understanding of why the needs of the target population are not currently being met.
- evidence a sound recruitment plan that addresses how community members have been/will be engaged.
- evidence admission and enrollment policies fully compliant with all applicable laws and consonant with SLU's commitment to equity and justice.
- present realistic enrollment projections based on solid data and analysis.

C. Educational Goals, Assessments, and Use of Assessment Data

C.1 Summarize the major, high-level educational goals (academic, affective/social/ emotional, etc.) you have set for your school. For example, you might consider the intended educational outcomes of graduates of the school, or outcomes for those completing a major level of schooling (primary, elementary, etc.).

C.2 Given the broad goals summarized above, in the table below, detail how those goals will be operationalized (and on which your school might be evaluated by your sponsor and others). These should not be philosophical statements about learning and lifelong success for students but, rather, very concrete, measurable goals that fairly document student learning and the demonstrable impact of your school's education. Address state-administered assessments, nationally-normed assessments, and locally-produced assessments as applicable. Add rows to the table if needed.

- *For example, perhaps one goal is that all 6th – 8th graders demonstrate at least 1.2 grades of educational growth in Mathematics per school year as measured by the MO Map, NWEA exam, or a locally-development assessment. Or that at least 65% the Black sub-group of 8th graders will score at the "Proficient" or "Advanced" level on the MO MAP for English Language Arts. Or that student attitudes about and behavior toward those of other races or genders will evidence a certain type or amount of change over a designated period of time at the school. Or that growth in students' abilities to self-advocate and exercise self-discipline and responsibility will meet certain targets as evidenced via certain applicable assessments.*
- *Note: We are especially interested in your approach to goals for individual student annual growth and sub-group achievement.*

Educational Goal	Related Primary Assessment(s)

C.3 How were the above-stated goals determined? What research/resources informed your goal development? How do the goals address any anticipated achievement gaps for sub-populations or historically disadvantaged populations?

C.4 Indicate what level of student performance toward the above-noted goals, and over what period of time, would, per the Board, warrant the board mandating a) major changes to the school's educational model, staffing (teachers and administrators), or school closure.

C.5 Detail the school's plan for grade-by-grade promotion. What policies/standards govern promotion decisions? Provide a rationale for the policies/standards cited.

C.6 Detail the school's approach to the use of assessment data to improve curricula, strengthen pedagogy, and advance student learning, and otherwise ensure accountability. Discuss the varying roles of classroom teachers, academic administrators, data analysts, etc. Address how the chief academic officer, chief executive officer, and board of directors will use assessment data for decision-making.

Evaluation Criteria: ***Satisfactory responses will…***

- evidence realistic, well-informed educational goals ("academic" and holistic educational goals, as appropriate) that address key sub-populations and historical achievement gaps.
- evidence a mature understanding of the rationales for, and challenges of, measuring multi-year academic growth versus student annual "point-in-time" achievement results.
- evidence the board's meaningful consideration of unacceptable educational performance.
- evidence well-supported criteria for student promotion.
- evidence a sophisticated understanding of, and a sound plan for, how assessment data can be used to support continuous improvement and increased student achievement.

D. Curriculum and Instruction

D.1 Describe in detail the curriculum/curricula, learning standards/outcomes, and primary pedagogies you intend to implement at the proposed school. Address individually all major educational domains: Language Arts, Mathematics, Science, Social Science, Fine/Performing Arts, Physical Education, and across all grade levels. **Attach a curriculum guide as an appendix**.

For each domain, provide rationales for how the planned curricula and related pedagogies will best enable your students to attain your major educational goals articulated above. Include references to related scholarly literature as appropriate, as well as other experiences that inform your curriculum and instructional decisions.

Demonstrate alignment of your curricula and associated learning outcomes with Missouri Learning Standards. Feel free to include appendices as appropriate if that better facilitates your response.

D.2 Describe the primary, school-wide educational modalities (in-person, online, hybrid) to be regularly employed. As applicable, distinguish by grade level or student population. Address emergency management plans and the school's capacity to pivot to 100 percent distance education -- for short and long periods of time --should conditions beyond your control dictate the need to do so.

Evaluation Criteria: ***Satisfactory responses will…***

- attach all requested documents
- evidence realistic, well-informed educational goals.
- evidence empirically-grounded curriculum/pedagogies demonstrating a solid understanding of the related scholarly literature.
- evidence a mature understanding of the rationales for, and challenges of, measuring multi-year academic growth versus student annual "point-in-time" achievement results.
- evidence strong coherence among the educational goals, curriculum/pedagogies, and related assessments.

E. Educating Special Student Populations

E.1 Discuss how your school will meet the educational needs of, and provide programs of direct instruction and support suitable for, the full range of student means and ability. Address all of the following populations:

- students without housing
- students with physical and learning disabilities
- students who are academically advanced/gifted
- students with limited English proficiency (ELL)
- students at "high risk" per DESE definition

Address how your specific educational philosophy/model and articulated curricula and pedagogies will intentionally support their distinct educational needs, and in full compliance with all applicable state and federal laws.

E.2 If not otherwise addressed above, describe the services and personnel devoted to support of students in all of the groups noted in E.1.

Evaluation Criteria: ***Satisfactory responses will…***

- attach all requested documents
- evidence realistic, well-informed educational goals
- 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.
- evidence plans for providing identified all such students with instructional objectives, educational strategies, and assessments that are appropriate to their identified needs and on a continuing basis.
- evidence plans to hire qualified and adequate numbers of personnel to provide all necessary services for students in special populations.
- evidence plans for services for students in special populations that will foster their success equitably and in full compliance with all applicable laws.

F. Instructional Staff

F.1 As an appendix, include a detailed five-year staffing schedule for instructional and instructional-support personnel (typically including, but not limited to, librarians, reading or math specialists, special subject teachers, etc.). In the space below, describe that plan and how it supports the curricula, pedagogies, and student learning outcomes noted above. Address how the plan reflects the school's educational philosophy/model. Address class sizes at all levels. Address areas of likely staffing challenges in the first years of operation due to insufficient resources, lack of qualified candidates in the market, etc.

F.2 Detail the minimum qualifications required for teachers and related instructional staff to be hired across all major educational domains. Highlight where higher levels of specialized training and/or professional experience is required. Outline recruitment plans and anticipated challenges to successful hiring.

F.3 Describe mentoring/coaching plans for instructional staff. Outline pre-opening and post-opening/long-term professional development plans for instructional staff. Attach as appendices any staff handbook or employee manuals that have been developed (either fully or partially).

Evaluation Criteria: ***Satisfactory responses will…***

- attach all requested documents
- demonstrate a sound understanding of staffing needs aligned with the budget and enrollment projections, and across multiple years of organizational development.
- demonstrate a feasible staffing plan aligned with the school's educational philosophy/model, curriculum, pedagogies, instructional modalities, and target student learning outcomes.
- demonstrate rigorous expectations for qualifications of all instructional staff, reflective of the schools educational philosophy/model, curriculum, pedagogies, instructional modalities, and target student learning outcomes.
- evidence recruitment strategies likely to be effective.
- describe professional development plans likely to advance staff knowledge and skills and contribute to retention of qualified employees.

G. School Calendar & Daily Schedule

G.1 Attach as an appendix the detailed school calendar for the first year of operation (including the total number of full days of instruction).

In the space below, describe the rationale for the calendar in the context of the school's target population, educational philosophy/model, and articulated educational goals and assessments.

G.2 Attach as an appendix a detailed school-wide daily class schedule that shows daily hours of operation as well as allocation of time to instruction in core educational domains, supplemental instruction, extra-curricular activity, and after-school activity, as applicable. Additionally, attach a sample daily schedule for one grade at each of the following levels, as applicable: elementary, middle, high school.

In the space below, describe the rationale for the schedule in the context of the school's target population, educational philosophy/model, and articulated educational goals and assessments. Address scheduled time for pull-out or push-in activity, teacher development, special subjects, etc.

G.3 Address transportation issues (to and from school, to and from school activities, etc.) in the context of the school's target population, local geography, public transportation resources, etc. Highlight strategies for overcoming any extant transportation barriers, if applicable.

Evaluation Criteria: ***Satisfactory responses will…***

- Include all requested appendices.
- evidence an annual calendar that supports the school's target population, educational philosophy/model, and articulated educational goals and assessments.
- evidence a daily schedule that supports the school's target population, educational philosophy/model, and articulated educational goals and assessments.
- attend to differentiated student needs (educational and otherwise).
- account for necessary teacher preparation/planning, mentoring/coaching.
- comply with minimum requirements for the number of school hours pursuant to 160.041.
- provide for the makeup of a minimum of 36 instructional hours due to closure for inclement weather closure pursuant 171.033.2.

H. Third Party Educational Service Providers

H.1 Will the proposed school contract with an "educational service provider" (ESP, as defined by DESE) for substantial educational or school management services?

Yes: ☐ **If Yes, Name of Provider:** _____

No: ☐

H.2 If "Yes," describe in detail the educational and/or school management services that the school plans to outsource to the contractor/provider. Address the board's rationale for the decision to contract with an ESP. Discuss the board's vetting of ESP candidates and the rationale for the decision to contract with the particular ESP identified above.

H.3 If "Yes," provide via an appendix a copy of the executed or draft contract that codifies the relationship and responsibilities of the parties. That contract must identify in detail all of the following:

- the distinctions in roles of the charter school board, charter school staff, and the ESP
- the scope and limitations of the services to be provided by the ESP
- the goals against and measures by which the board will evaluate the performance of the ESP
- the compensation structure for the ESP, including all fees for which the ESP is eligible to be paid
- financial controls of the ESP and the board/school
- methods of contract oversight and enforcement
- conditions for contract renewal and termination
- disclosure of any existing or potential conflicts of interest between the charter school governing board and the ESP or any affiliated business entities, including how those existing or potential conflicts of interest have been addressed (if applicable) or will be addressed should they arise

Evaluation Criteria: ***Satisfactory responses will…***

- evidence a compelling rationale for the decision to contract with an ESP.
- evidence a compelling rationale for the decision to contract with the specific ESP identified.
- fully document all requested elements in the board-ESP contract provided.
- evidence that the board shall be fully independent from the ESP, financially and organizationally.
- evidence board capacity to fully exercise its independence from and contractual authority over the ESP.
- evidence that any extant or potential ESP financial interest in the school's building/property/facilities is fully documented in advance and in no way compromises the board's stewardship of public funds for the maximum educational benefit to students.

I. Existing School Operators (ONLY IF APPLICABLE)

I.1 Does the applicant currently operate any other charter school, in Missouri or elsewhere?

Yes: ☐ **If Yes, Name and Location of School(s):**

No: ☐

I.2 If "Yes," provide the following as appendices:

- the annual report card (or equivalent) issued by the governing state board of education for each school for the past five years.
- independently-audited annual financial statements for the past five years.

I.3 I "Yes," summarize the achievements at your current school(s) that serve as the foundation of your rationale for anticipated success via the school proposed herein.

Evaluation Criteria: ***Satisfactory responses will…***

- evidence demonstrable academic, operational, and financial success at all existing charter schools
- evidence a strong rationale for success at the proposed school based on documented successes at all existing charter schools with similar populations, educational philosophies/models, curricular, etc.

J. Governing Board and Corporate Organization

J.1 Attached as appendices all of the following for the independent, 501(c)3 corporation (the "board of directors"/the "board") that will govern the school, and on behalf of which this application is being submitted to SLU for consideration of charter sponsorship:

- Articles of Incorporation, signed and dated
- Corporate Bylaws, signed and dated
- official documentation confirming that the applicant is a Missouri non-profit corporation and has applied for and/or been granted not-for-profit corporation status from the Internal Revenue Service
- Any existing board policies
- Resumes of all current board members
- Documentation confirming a) the completion of criminal background checks and family care safety registry checks for all current board members and b) evidence of the board's deliberations on and resolutions regarding any findings from those checks.

J.2 To the extent that the board exists and has functions independent of the operation of the proposed school, provide a brief description of those functions and the relationship between those existing functions/operations and those of the proposed school. *Skip if not applicable.*

J.3 Describe the relationship(s) between the chief executive officer (or equivalent) of the school and a) the board collectively and b) board members individually. If the CEO is formally designated as a member of the board (either with or without voting rights, ex-officio, or otherwise), provide a rationale and address how the board will govern independently of all school employees, including the CEO.

J.4 As a narrative complement to the board resumes provided (per J.1 above), in the box below provide for each current board member a rationale for the member's inclusion on the board and a summary of the related expertise for which the member's service was sought.

J.5 Complete the *Board Responsibilities Matrix* on the following page. This matrix highlights major board responsibilities per SLU sponsorship expectations; feel free to add additional rows for any

additional responsibilities you deem appropriate, or leave blank those you have determined are not warranted. Insert the name of each current board member in the top row; add more columns if needed. Then place an "X" in each cell for which a particular board member currently evidences what the applicant deems to be an appropriate amount of necessary expertise and/or professional experience (from either compensated or volunteer/pro bono roles).

In the box directly below, describe the strengths and weaknesses/limitations of the board as currently constituted. Address responsibilities/board expertise not yet fulfilled and current plans for meeting them. Address any responsibilities from the *Matrix* that the applicant feels does not warrant board expertise.

Board Responsibilities Matrix

Board Responsibilities	Board Member: [NAME]	Board Member: [NAME]	Board Member: [NAME]	Board Member: [NAME]	Board Member: [NAME]	Board Member: [NAME]	Board Member: [NAME]
Fidelity to Educational Model (Curriculum/Instruction Oversight)							
Educational Accountability (Student Achievement Outcomes)							
Educational and Administrative Policy Development							
School Leader Development/Evaluation							
Regulatory Compliance (DESE, State of MO, U.S. Dept. of Ed)							
Non-Profit Management							
Public School Accounting							
School Budgeting/Financial Management							
Real Estate (Acquisition, Financing, Law)							
Development/Fundraising/Corporate Relations							
Marketing/PR							
Organizational Communication							
Other (School-Defined)							
Other (School-Defined)							

J.6 Identify which, if any, current board members have been appointed/elected as officers, and for which officer positions.

J.7 If the board has/will have committees within it that conduct board activity, identify and describe those committees, their charges, etc. below. Attach as appendices any committee bylaws or policies.

J.8 What is the relationship of the board collectively, and/or of individual board members, to the communities of the target student population?

J.9 Describe how the board will evaluate its own performance annually. If evaluation tools or standards have already been identified, note them below and attach them as appendices.

Evaluation Criteria: ***Satisfactory responses will…***

- include submission of all requested documents
- document the board's legal incorporation and compliance with all applicable laws
- clearly describe the relationship (if any) between the proposed school and any other board activities/responsibilities
- substantiate the independence of the board from both external entities/actors and internal employees (including the CEO)
- demonstrate neither internal nor external conflicts of interest among board members
- evidence sufficient qualifications of board members across the major areas of board responsibility
- evidence board-community relationships that are likely to foster the success of the board and school
- Demonstrate policies or procedures ensuring full compliance with Missouri's "Sunshine Laws"

K. Organizational Leadership

K.1 Include as an appendix a leadership organizational chart including all of the following roles as applicable; note when one person will perform more than one of the roles:

- the sponsor
- the board
- the school's chief executive officer (or similarly-titled leader)
- the school's chief academic officer (or similarly-titled leader)
- the school's chief operational officer (or similarly-titled leader)
- the school's chief financial officer (or similarly-titled leader)
- the school's chief student development/"dean of students" officer (or similarly-titled leader)
- other key school leadership positions

K.2 Provide a detailed description of the role of the chief executive officer/*CEO (or similarly-titled leader)*. Address all major position responsibilities. Detail the educational and professional qualifications required for service as the CEO. If a CEO has already been identified, provide their resume/CV as an appendix and detail below the process by which the CEO was selected (and by whom), as well as a summary of their most critical qualifications.

K.3 Provide summaries of each position on the leadership organizational chart *except the CEO (or similarly-titled leader)*. Address instructional leadership, curriculum development and implementation, instructional support, assessment of student learning, financial management, budgeting, data/records management, personnel/HR, operations (facilities, food service, transportation, grants management, etc.). Provide a hiring timeline that clarifies the staging of your leadership planning.

K.4 Per *Section H* of this application, if the school intends to contract with an Educational Services Provider (ESP), describe below the relationship between the ESP and its employees and school leaders in the context of the above-offered descriptions of the organization.

Evaluation Criteria: ***Satisfactory responses will…***

- include submission of all requested documents
- demonstrate understanding of all school management needs and priorities.
- provide coherent delineation of the roles and responsibilities for administering all school operations.
- Provide coherent delineation of the roles and responsibilities between the school's governing board, management and any partner entities.
- document a staffing plan that appears viable and adequate for effective implementation of the proposed educational program
- evidence congruence between the staffing plans and the submitted school budget.

L. Financial Management & Budgeting

L.1 Build on your description in Section K of the chief financial officer (or equivalent) role to describe more broadly how the school's finances will be managed, how financial data/records will be maintained, and the capacity for internally- and externally-required financial reporting. Address financial management systems and procedures, internal controls, financial policies, and management of state and federal grant funding. If applicable, describe or provide examples of financial performance dashboards to inform decision-making by senior leaders and the board. Address the roles of external accountants and independent auditors. Briefly identify what related responsibilities, if any, will be outsourced (these will be addressed in greater detail below).

L.2 Attach as an appendix a completed Missouri Charter School 5-Year Budget Template, accessed at http://dese.mo.gov/sites/default/files/qs-charter-app-budget-DESE.xls. Also attach a supplementary budget for the pre-operational start-up year. For both, make clear all major underlying budget assumptions; ensure both budgets address facilities expenses and all debt repayment as applicable. Additionally, discuss the necessity and likelihood of budgeted sources of revenue beyond state and federal funds tied to enrollment and Title programs (such as philanthropy, grants, etc.). Use the space below to provide any additional details/clarification as needed.

L.3 Attach as an appendix a detailed staffing chart with budgeted salary and benefit amounts; this should clearly align with the 5-Year Budget also submitted. The staffing plan should include all administration, instructional staff (including aides and instructional support positions), and all other school personnel. Use the space below to provide any additional details/clarification as needed.

L.4 Describe how the 5-year budget aligns with and supports implementation of the educational, programming, and staffing plans addressed elsewhere in this application. Address *anticipated* financial challenges and potential means for addressing them.

L.5 Discuss the school's contingency plans should the school experience major *unanticipated* enrollment or other financial challenges in these early years of operation. Address alternate budget scenarios, facility plans, and staffing plans – and how they would likely manifest in implementation of the educational program.

Evaluation Criteria: ***Satisfactory responses will…***

- evidence sound planning and expertise necessary for financial management and reporting (including, but not limited to annual and periodic state and federally-required reports such as the Annual Secretary of the Board Report/ASBR)
- ensure that federal grant and program funding will be managed in full compliance with the Code of Federal Regulations (CFR), Uniform Grant Guidance (UGG), and the Education Department General Administrative Regulations (EDGAR).
- evidence accounting procedures consistent with the Missouri Financial Accounting Manual
- make clear all key budget assumptions
- present sound rationales and realistic revenue expectations for non-public funding
- present realistic, well-informed expenditure projections
- project an end-of-year fund balance that exceeds DESE minimums and protects the financial viability of the school
- evidence alignment between budget expenditures and the school's educational, programming, and staffing plans
- demonstrate an understanding of likely budget challenges and plans for addressing them
- evidence realistic, adequate contingency planning

M. Operations Management

M.1 Build on your description in Section K of the chief administrative/operations officers (or equivalent) role to describe more broadly how the school's operations (outside of the financial operations addressed above) will be managed. Address procurement, data management, recruitment/marketing, development/fundraising, DESE reporting, administrative support, health/school nurse, social services, etc. Regarding personnel, address a) if and why you will contract with an external personnel service; b) any minimum personnel qualifications; and c) your professional development plans for personnel other than teachers.

M.2 Will the proposed school provide daily transportation for students?

Yes: ☐

No: ☐

If "No," describe your rationale for not providing transportation. If "Yes," describe your transportation plan, addressing geographic boundaries/limitations, etc. Address budgeted revenue and expenses, including those related to anticipated state aid per RSMo 163.161.

M.3 Provide evidence of ability and preparation to obtain adequate property insurance, as well liability insurance to indemnify the school, its board, staff, and teachers against tort claims. Address any other anticipated insurance needs and plans for procurement (including budgeting for premiums, which should be reflected in the submitted budget).

M.4 Describe your food service plans, addressing compliance with state and federal guidelines. Address related budgetary impacts (revenues and expenses) and facilities needs. Demonstrate that the plans are well-grounded in an understanding of the target student population(s).

Evaluation Criteria: ***Satisfactory responses will…***

- evidence sound administrative and operations planning addressing major operations management domains and challenges
- evidence a strong rationale for the decision to either provide or not provide transportation, including a realistic understanding of the financial implications of either.
- evidence a transportation plan (if required) that accounts well for student, family, and institutional needs
- evidence an understanding of the multiple forms of insurance needed, as well as the related costs.
- evidence a food service plan that complies with all state and federal guidelines
- evidence a food service plan that addresses the nutritional needs of the distinct target student population(s), and the role of the school food plan in students' holistic development

N. Facilities

N.1 Describe the school's facility needs based on the educational program and anticipated enrollment for the next ten years. Provide, at a minimum, the number and size of the needed buildings, classrooms, common areas, dining/kitchen areas, administrative areas, recreational spaces, any community facilities, and any residential facilities. Describe how and when additional facilities will need to be acquired to meet growth plans.

Attach as an appendix a facility budget that addresses costs for acquisition, operation, maintenance, repairs/improvements, and insurance. These costs should be reflected in the 5-Year Budget submitted as part of Section L of this application.

N.2 If the applicants have identified a facility the school will occupy in the first years of operation, attach in an appendix the floor plans of the potential facility, the lease agreement, and any purchase options. In the space below identify/describe the facility and indicate to what extent it facility currently meets all requirements and/or the extent that the facility will require renovation or 'build out" (and at what projected cost).

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

In either case, also explain how the school's facility will meet the needs of students and how it will be accessible to students, faculty, staff, and visitors with disabilities.

N.3 Detail how the school plans to fund its facilities. If the school is budgeting debt as part of its facilities acquisition plan, describe the repayment plan and ensure it is reflected in the 5-Year Budget submitted as part of Section L of this application.

Evaluation Criteria: ***Satisfactory responses will…***

- include all requested documents/appendices
- reflect a sound understanding of facility needs

- demonstrate adequate knowledge of facilities costs, including purchasing, leasing, building, renovating, and maintenance
- demonstrate knowledge of requirements of occupancy (health, safety, etc.)
- evidence that any proposed facilities adequately meet school needs (location, building type, accessibility, etc.)
- evidence that the funding plan and repayment budgets for any facilities are feasible in the context of the overall school budget
- evidence a feasible plan for purchasing/leasing facilities

O. Stakeholder Engagement

O.1 Describe the roles that parents and other family/guardian stakeholders will play in school governance, operations, and in supporting the school's programming and policies. Share your rationale for the planned involvement. Address parent organizations or other ways you will encourage or require school parents/families/guardians to be engaged. Discuss your grievance procedure for parents/guardians. Attach as appendices any completed or draft Parent Handbook or related policies.

O.2 Describe the roles that the school's faculty and staff will play in school governance and decision-making. Address organizations and/or structures via which faculty and staff will have a voice in decisions that directly impact their work (and clarify the nature of that "voice": advisory/input, binding votes, etc.). Explain how grievances from faculty and staff will be solicited, addressed, and adjudicated. Attach as appendices any completed or draft Faculty/Staff Handbook or related policies.

O.3 Address your plans for community involvement in the school (during the pre-opening period and after opening). What roles are you planning for community partners, and why? If there are specific partners you are already working with or plan to, identify them and the nature of the partnerships.

Evaluation Criteria: ***Satisfactory responses will…***

- demonstrate a rationale for parent/family/guardian involvement well-aligned with school plans for involvement.
- demonstrate an approach to faculty and staff involvement in governance and decision-making that appropriately balances employee agency and job responsibilities across populations/org levels.
- demonstrate the founders' understanding of key community engagement issues
- demonstrate sound plans for community engagement that will strengthen the school in both the pre-opening and operational periods.

P. Pre-Opening Requirements

P.1 Indicate below your assurance that, if your application is approved, you will comply with all of the following pre-opening requirements prior to the school's opening and per a schedule determined by SLU:

Yes: ☐

Pre-Opening Requirements:

- Provide proof of liability insurance for Board of Directors.
- Provide evidence (i.e. signed lease agreement) that a suitable facility has been secured.
- Submit approved Board Policy Manual, including Financial Accounting Practices.
- Submit a copy of personnel policies.
- Submit a copy of student policies.
- Provide information concerning your Student Information System.
- Provide proof of registration with the Public School Retirement System of St. Louis.
- Assure that the school has gained access to DESE's web portal.
- Assure that the school is registered for access to the Missouri Student Information System (MOSIS).
- Submit a Certificate of Occupancy for the school facility.
- Submit evidence of facility fire/safety inspections.
- Submit a copy of the Safety and Emergency Plan.
- Submit a copy of the Student/Family Handbook, including the Code of Conduct/Discipline Policies.
- Submit a copy of the Staff Handbook, including personnel policies, benefits, and evaluation process.
- Submit a copy of the Lau Plan (for the education of ELL students).
- Provide information concerning contracts for bus transportation, food service, custodial, and all other contracted services. Include assurances for personnel compliance, qualifications, and fingerprint/background checks.
- Provide proof of adequate surety bond/insurance.
- Submit a copy of the Special Education Compliance Plan.
- Provide evidence that the Electronic Fund Transfer (EFT) Enrollment Forms have been submitted to DESE.
- Provide evidence that the necessary state documents to generate payment have been submitted. (Vendor Input Form)
- Submit a copy of the Title I Plan.