



The Leadership School

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

The Leadership School

TLS January 31, 2024 Board Meeting`

Published on January 30, 2024 at 9:49 PM CST

Amended on January 31, 2024 at 6:04 PM CST

Date and Time

Wednesday January 31, 2024 at 6:00 PM CST

Location

The Leadership School
1785 Pennsylvania Ave
Pagedale, MO 63133

All board meetings will be fully in-person.

<https://zoom.us/j/93648300851?pwd=RnJ0YlFzYy9qeE9vQ3MvR1RvR2JQUT09>

Attendees can still join via Zoom using the link below.

Or the following:

- Meeting ID: 936 4830 0851
- Passcode: TLS2021

Per Missouri Revised State Statute Section 610.021, the Board of Directors may close this meeting for an Executive Session to discuss permissible subjects.

This notice is published at our school site (1785 Pennsylvania Ave Pagedale, MO 63133) and on our website (<https://theleadershipschoolstl.org>).

Agenda

	Purpose	Presenter	Time
--	---------	-----------	------

I. Opening Items 6:00 PM

- | | | | |
|-----------|---------------------------|--|-----|
| A. | Call the Meeting to Order | | |
| B. | Record Attendance | | 2 m |
| C. | Public Comment Section | | 8 m |

II. Action Items 6:10 PM

- | | | | | |
|-----------|---|-----------------|---------------|------|
| A. | Approve Board Meeting Minutes for December 19, 2023 | Approve Minutes | Lennel Hunter | 5 m |
| B. | Approve December 2023 Monthly Financials | Vote | | 15 m |

III. Board Business 6:30 PM

- | | | | | |
|-----------|--|---------|-------------------|-----|
| A. | Board Chair Updates | FYI | Lennel Hunter | 5 m |
| B. | Acknowledge Review of Sponsor's Annual Visit | Discuss | Kimberly Townsend | 5 m |

IV. Board Committee Reports 6:40 PM

- | | | | | |
|-----------|--------------------------------|--|--|-----|
| A. | Governance Committee | | | 5 m |
| B. | Finance & Facilities Committee | | | 5 m |
| C. | Development Committee | | | 5 m |
| D. | School Performance Committee | | | 5 m |

V. Executive Director Report 7:00 PM

- | | | | | |
|-----------|---|-----|-------------------|------|
| A. | Mid-Year State of TLS Report | FYI | Kimberly Townsend | 15 m |
| | Student Acaedemic Progress to Date will be shared | | | |

VI. Closed Session 7:15 PM

- | | | | | |
|-----------|----------------|------|---------------|------|
| A. | Closed Session | Vote | Lennel Hunter | 30 m |
|-----------|----------------|------|---------------|------|

	Purpose	Presenter	Time
	<i>To discuss personnel pursuant to RSMo. 610.021.3</i> , which states: Hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded.		
VII. Closing Items			7:45 PM
A. Next Steps			5 m
B. Adjourn Meeting	Vote		

Coversheet

Approve Board Meeting Minutes for December 19, 2023

Section: II. Action Items
Item: A. Approve Board Meeting Minutes for December 19, 2023
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for TLS December 19, 2023 Board Meeting on December 19, 2023

APPROVED



The Leadership School

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

The Leadership School

Minutes

TLS December 19, 2023 Board Meeting

Date and Time

Tuesday December 19, 2023 at 6:00 PM

Location

The Leadership School
1785 Pennsylvania Ave
Pagedale, MO 63133

All board meetings will be fully in-person.

<https://zoom.us/j/93648300851?pwd=RnJ0YlFzYy9qeE9vQ3MvR1RvR2JQUt09>

Attendees can still join via Zoom using the link below.

Or the following:

- Meeting ID: 936 4830 0851
- Passcode: TLS2021

Per Missouri Revised State Statute Section 610.021, the Board of Directors may close this meeting for an Executive Session to discuss permissible subjects.

This notice is published at our school site (1785 Pennsylvania Ave Pagedale, MO 63133) and on our website (<https://theleadershipschoolstl.org>).

Directors Present

A. Williams, D. Henderson, G. McHam, L. Hunter

Directors Absent

None

Ex Officio Members Present

K. Townsend

Non Voting Members Present

K. Townsend

I. Opening Items

A. Call the Meeting to Order

L. Hunter called a meeting of the board of directors of The Leadership School to order on Tuesday Dec 19, 2023 at 6:06 PM.

B. Record Attendance

C. Public Comment Section

No public comments.

II. Action Items

A. Approve Board Meeting Minutes for November 28, 2023

G. McHam made a motion to approve the minutes from TLS November 28, 2023 Board Meeting on 11-28-23.

D. Henderson seconded the motion.

The board **VOTED** to approve the motion.

B. Approve November 2023 Monthly Financials

A. Williams made a motion to approve the November 2023 Financials.

G. McHam seconded the motion.

Board discussed current ADA and changes to the projections. The Fin Committee plans to adjust projections before next month's meeting.

The board **VOTED** to approve the motion.

III. Board Business

A. Board Chair Updates

No updates from the chair.

IV. Board Committee Reports

A. Governance Committee

- The governance committee connected with the consultant for support with strategy plan to move forward on board recruitment.
- The timeline for adding new board members within the first 1-3 months of 2024 was discussed.
- They would like to have identified the target audience by the end of January.

B. Finance & Facilities Committee

- The Finance Committee will be adjusting the projections in January to account for current funds raised.
- The board expressed a desire to understand if the projected fund balance will remain steady. This will be discussed further next month.
- The audit will be finished within the next week. The board will need to schedule another meeting to approve.

C. Development Committee

The Development Committee reported that the total raised with events this year has been \$10,014 for the first semester.

D. School Performance Committee

Chair discussed that consultants are creating a dashboard by the end of the month to gather important data points, including the first MAP test data results.

V. Executive Director Report

A. General Updates

The Executive Director shared the following updates:

- NWEA Data, reviewed cohort data for the school.
- The board asked for a summary report for progress and data for the school.
- The ED will be preparing a mid-year report for our sponsor and that will also be shared with the board.
- ED reported that resolving the food reimbursement issues is a priority.

VI. Closing Items

A. Next Steps

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:03 PM.

Respectfully Submitted,
K. Townsend

Coversheet

Approve December 2023 Monthly Financials

Section:	II. Action Items
Item:	B. Approve December 2023 Monthly Financials
Purpose:	Vote
Submitted by:	
Related Material:	TLS - Monthly Presentation - December 2023.pdf 2023 12 TLS Check Register.pdf 2023 12 TLS Outstanding Invoices.pdf



December 2023 Financials

PREPARED JAN'24 BY



- **Executive Summary**
- **Key Performance Indicators**
- **State Revenue**
- **Forecast Overview**
- **Cash Forecast**
- **Key Forecast Changes This Month**
- **Appendix**
- **Forecast History**

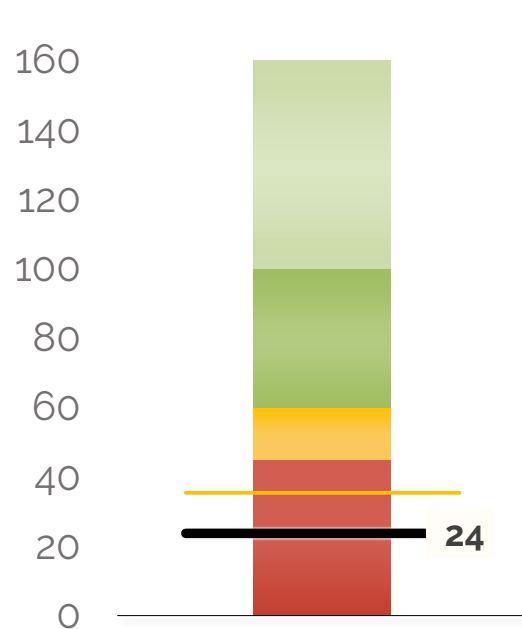
Executive Summary

- Year end net income forecast is \$127k, \$76k less than the budgeted net income of \$203k.
- The projected cash balance at year end is \$170k, providing a 7% Fund Balance.
- Since last month, the Net Income improved by \$5k, with a fundraising forecast decrease balanced by staffing updates.

Key Performance Indicators

Days of Cash

Cash balance at year-end divided by average daily expenses

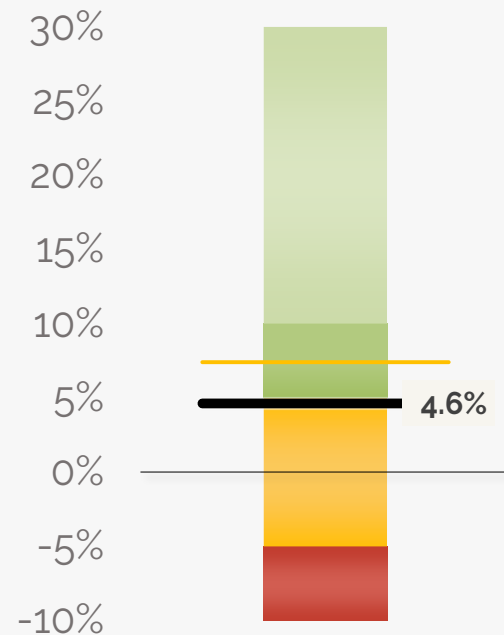


24 DAYS OF CASH AT YEAR'S END

The school will end the year with 24 days of cash. This is below the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

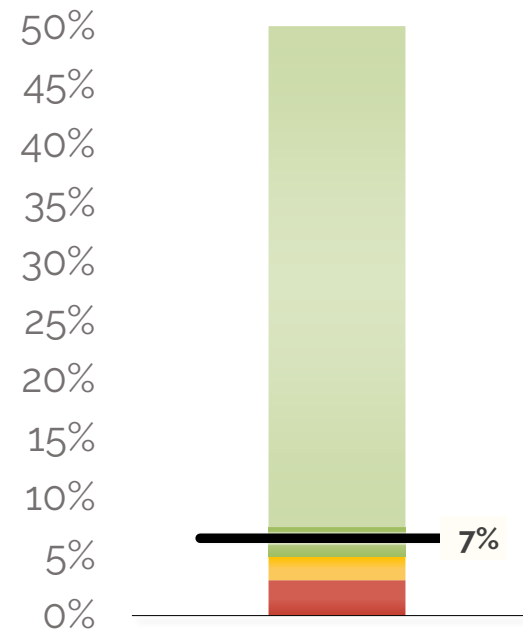


4.6% GROSS MARGIN

The forecasted net income is \$127k, which is \$76k below the budget. It yields a 4.6% gross margin.

Fund Balance %

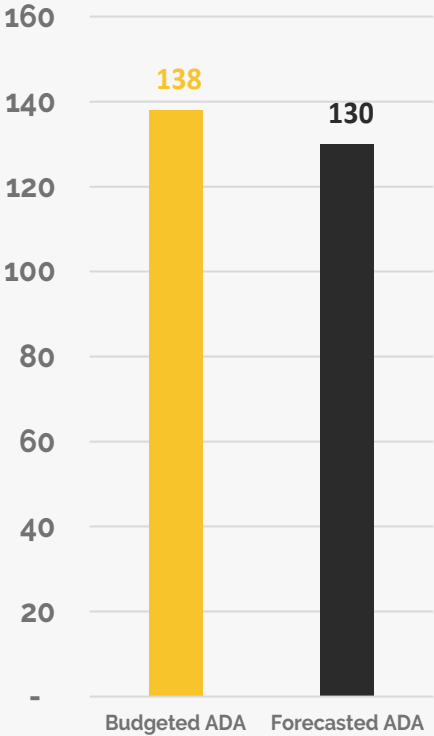
Forecasted Ending Fund Balance / Total Expenses



6.56% AT YEAR'S END

The school is projected to end the year with a fund balance of \$171,872. Last year's fund balance was \$44,714.

Student Expectations



The school now forecasts 130 ADA for SY23-24. The budget target was 138.

\$90K Less Per-Pupil Funding Than Expected

	Current Forecast	SY23-24 Budget	Difference	Financial Gain / (Loss)
Enrollment	153	144	9	
Attendance	88.0%	92.0%	-4.0%	
Total ADA	130	138	-8	
Regular Term PK	0	0	0	
Regular Term K-12	130	134	-4	-44k
Remedial	0	0	0	
Summer	0	4	-4	-40k
FRL Count	110	114	-3	
FRL Weight	18	18	-1	-6k
IEP Count	0	0	0	
IEP Weight	0	0	0	
LEP Count	0	0	0	
LEP Weight	0	0	0	
WADA	148	156	-9	
Per WADA Payment	\$9,684	\$9,735	-51	
State Aid	\$1.4M	\$1.5M	-\$90,045	-90k

The Prior Year Correction of -\$27k is reflected in the financial forecast. Since this is a prior year activity, it is not listed in the difference above

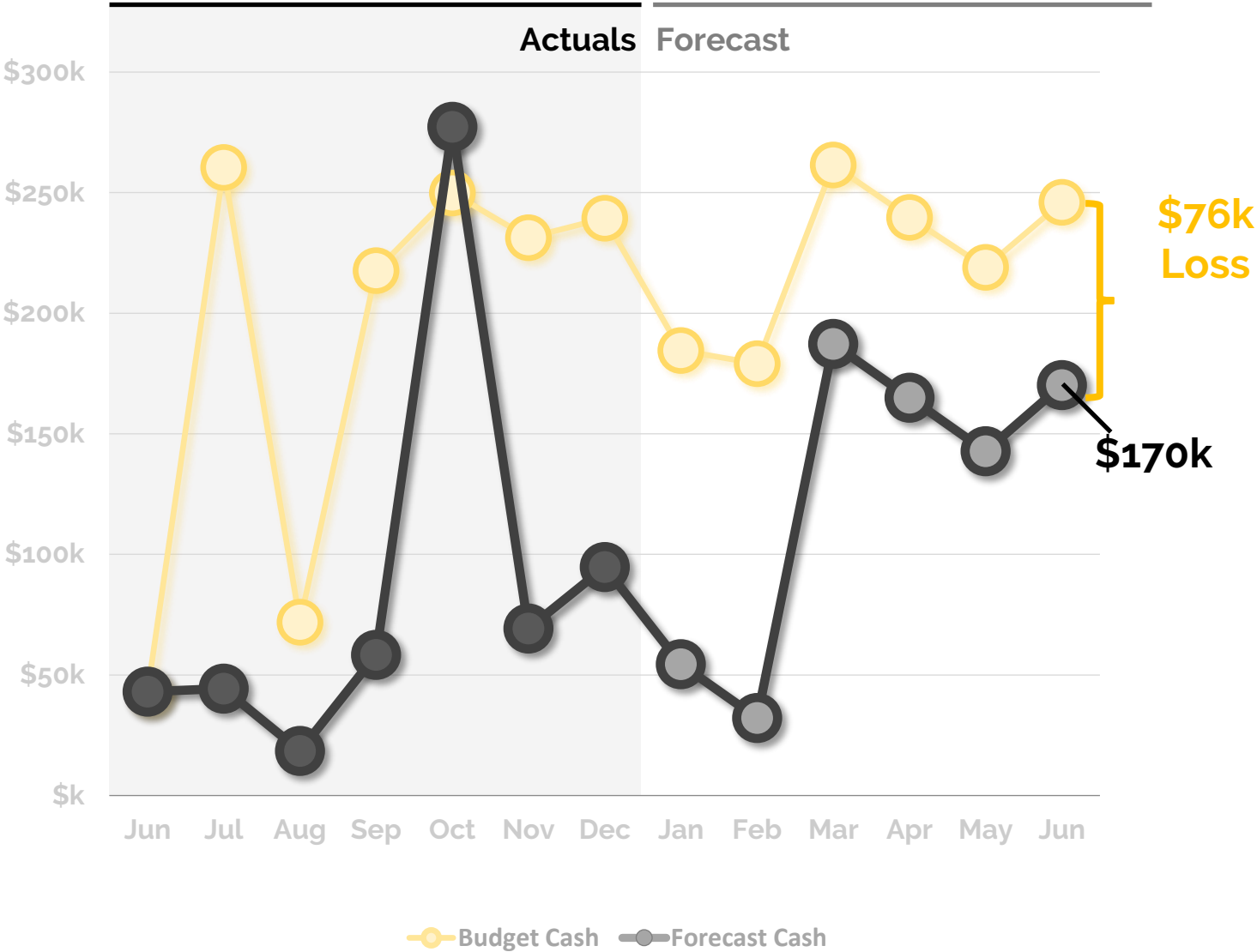
Forecast Overview



	Forecast	Budget	Variance	Variance Graphic	Comments
Revenue	\$2.7m	\$2.7m	\$7k		Decrease in state aid balance out by private grants.
Expenses	\$2.6m	\$2.5m	-\$83k		\$166k increase in donor funded PD expense, \$51k increase in rent; and \$40k in facilities offset by savings in salary and benefits.
Net Income	\$127k	\$203k	-\$76k		

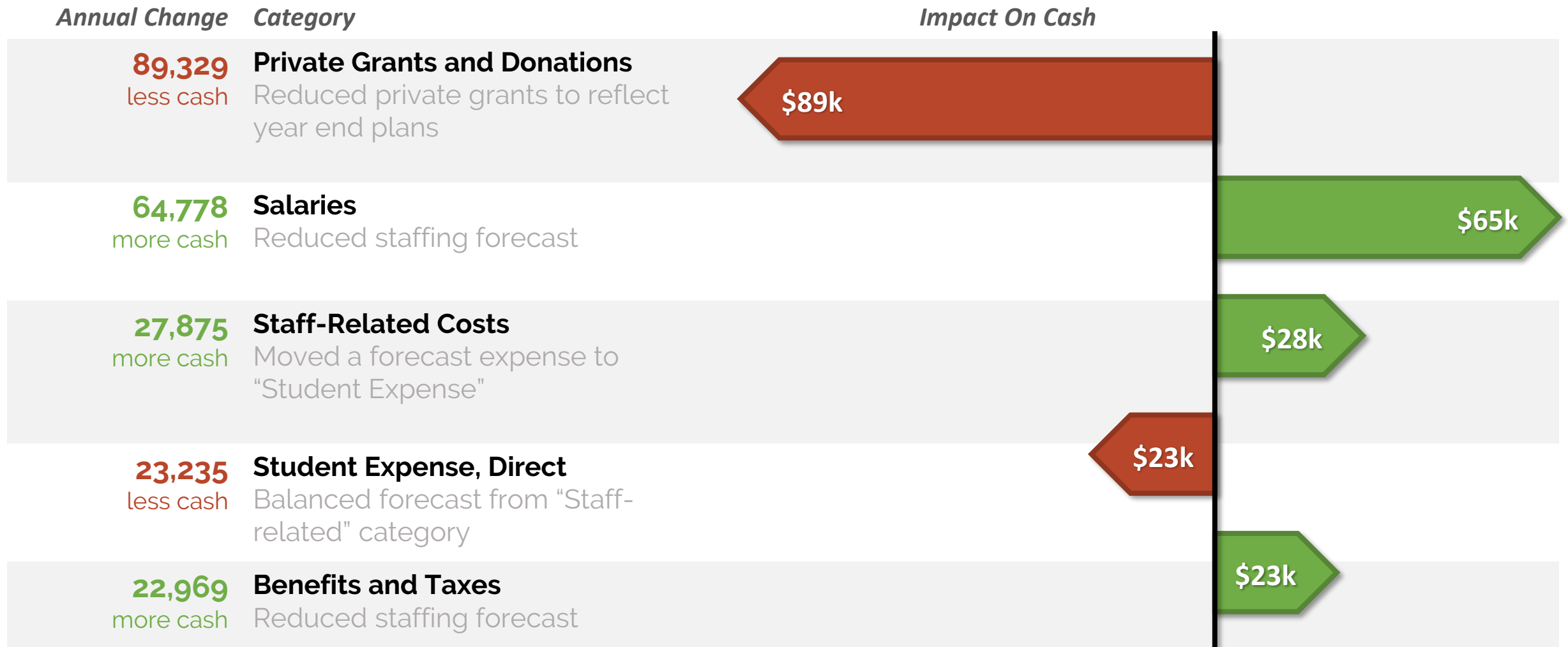
24 Days of Cash at year's end

We forecast the school's year ending cash balance as **\$170k**, **\$76k** below budget.



Key Forecast Changes This Month

The December forecast **increased** the year-end cash expectation by **\$1k**. *Key changes:*





QUESTIONS?

Please contact your EdOps Finance Team:

Anne Nichols

anichols@ed-ops.com

816.985.5144

© EdOps 2017-2024

	<i>Actual</i>	<i>Budget</i>	<i>Variance</i>	<i>Forecast</i>	<i>Budget</i>	<i>Variance</i>	<i>Remaining</i>
Revenue							
Local Revenue	60,206	53,691	6,515	103,609	107,382	(3,773)	43,403
State Revenue	656,153	711,332	(55,178)	1,455,424	1,572,424	(117,000)	799,271
Federal Revenue	186,070	166,120	19,950	476,013	424,421	51,592	289,943
Private Grants and Donations	471,285	533,375	(62,090)	698,241	627,500	70,741	226,956
Earned Fees	3,090	3,100	(10)	12,485	6,700	5,785	9,395
Total Revenue	1,376,804	1,467,618	(90,814)	2,745,772	2,738,426	7,346 ①	1,368,967
Expenses							
Salaries	498,238	566,598	68,360	992,555	1,133,196	140,642	494,316
Benefits and Taxes	115,940	148,431	32,491	246,050	296,862	50,812	130,110
Staff-Related Costs	65,249	10,000	(55,249)	182,500	20,000	(162,500)	117,251
Rent	96,852	90,648	(6,204)	232,441	181,296	(51,145)	135,589
Occupancy Service	126,909	81,634	(45,275)	203,382	163,268	(40,114)	76,473
Student Expense, Direct	182,672	143,470	(39,202)	305,882	286,940	(18,941)	123,209
Student Expense, Food	51,923	50,000	(1,923)	100,000	100,000	(0)	48,077
Office & Business Expense	115,134	102,246	(12,887)	199,204	197,313	(1,891)	84,070
Transportation	57,067	78,300	21,233	156,600	156,600	(0)	99,534
Total Expenses	1,309,984	1,271,328	(38,656)	2,618,613	2,535,475	(83,138) ②	1,308,630
Net Income	66,821	196,290	(129,470)	127,158	202,951	(75,792) ③	60,338
Cash Flow Adjustments	(15,169)	-	(15,169)	(0)	-	(0)	15,169
Change in Cash	51,652	196,290	(144,638)	127,158	202,951	(75,792)	75,506

- ① REVENUE: \$7K AHEAD
- ② EXPENSES: \$83K BEHIND
- ③ NET INCOME: \$76K behind

The Leadership School - TLS January 31, 2024 Board Meeting - Agenda - Wednesday January 31, 2024 at 6:00 PM													
	Actual						Forecast						
Income Statement	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
Revenue													
Local Revenue	0	13,964	17,640	9,615	11,102	7,885	7,234	7,234	7,234	7,234	7,234	7,234	103,609
State Revenue	86,963	6,235	108,113	254,049	87,486	113,306	133,212	133,212	133,212	133,212	133,212	133,212	1,455,424
Federal Revenue	10,450	1,556	0	105,670	33,970	34,425	48,324	48,324	48,324	48,324	48,324	48,324	476,013
Private Grants and Donations	51,784	178,821	128,723	1,000	286	110,671	0	0	177,242	0	0	49,714	698,241
Earned Fees	672	11	1,125	404	790	88	1,566	1,566	1,566	1,566	1,566	1,566	12,485
Total Revenue	149,869	200,587	255,601	370,738	133,635	266,374	190,335	190,335	367,577	190,335	190,335	240,049	2,745,772
Expenses													
Salaries	57,221	107,211	85,724	74,902	84,186	88,995	80,477	82,768	82,768	82,768	82,768	82,768	992,555
Benefits and Taxes	12,512	25,207	21,967	17,554	18,717	19,984	21,740	21,674	21,674	21,674	21,674	21,674	246,050
Staff-Related Costs	980	0	18,150	27,875	16,457	1,786	19,542	19,542	19,542	19,542	19,542	19,542	182,500
Rent	19,370	19,370	19,370	0	19,370	19,370	22,598	22,598	22,598	22,598	22,598	22,598	232,441
Occupancy Service	30,853	24,234	17,710	12,653	26,876	14,584	12,746	12,746	12,746	12,746	12,746	12,746	203,382
Student Expense, Direct	3,639	44,452	28,204	10,499	78,989	16,889	29,116	18,819	18,819	18,819	18,819	18,819	305,882
Student Expense, Food	0	0	7,262	13,680	24,138	6,842	8,013	8,013	8,013	8,013	8,013	8,013	100,000
Office & Business Expense	19,921	13,825	20,118	1,849	43,081	16,340	22,293	12,356	12,356	12,356	12,356	12,356	199,204
Transportation	8,935	0	0	0	10,321	37,811	16,589	16,589	16,589	16,589	16,589	16,589	156,600
Total Ordinary Expenses	153,431	234,299	218,505	159,012	322,135	222,601	233,113	215,103	215,103	215,103	215,103	215,103	2,618,613
Total Expenses	153,431	234,299	218,505	159,012	322,135	222,601	233,113	215,103	215,103	215,103	215,103	215,103	2,618,613
Net Income	-3,562	-33,712	37,096	211,726	-188,500	43,773	-42,778	-24,768	152,474	-24,768	-24,768	24,946	127,158
Cash Flow Adjustments	4,868	7,878	2,750	7,195	-19,577	-18,283	2,528	2,528	2,528	2,528	2,528	2,528	0
Change in Cash	1,306	-25,834	39,846	218,921	-208,077	25,491	-40,250	-22,240	155,002	-22,240	-22,240	27,474	127,158
Ending Cash	44,349	18,514	58,361	277,282	66,204	91,695	54,445	32,205	187,207	164,967	142,727	170,201	

	Previous Year End	Current	Year End
Assets			
Current Assets			
Cash	43,043	94,695	170,201
Total Current Assets	43,043	94,695	170,201
Total Assets	43,043	94,695	170,201
Liabilities and Equity			
Liabilities			
Current Liabilities			
Other Current Liabilities	-1,671	-16,839	-1,671
Total Current Liabilities	-1,671	-16,839	-1,671
Total Long-Term Liabilities	0	0	
Total Liabilities	-1,671	-16,839	-1,671
Equity			
Unrestricted Net Assets	44,714	44,714	44,714
Net Income	0	66,821	127,158
Total Equity	44,714	111,534	171,872
Total Liabilities and Equity	43,043	94,695	170,201

Forecast History of June 30, 2024 Cash Balance

Source	Days of Cash at 6/30/24	Change	Description of change
Budget	35		From SY23-24Budget
Jul	56	21	No FRT
Aug	34	-22	No July Forecast
Sep	28	-5	ADA decreaed by 3
Oct	26	-3	Decrease Per WADA payment. Increased exp with Ops staffing
Nov	22	-4	Lowered state funding due to Prior YR adjsutment
▶ Dec	23	1	Reduced salary forecast and donations forecast
Jan			
Feb			
Mar			
Apr			
May			
Jun			

The Leadership School
01/11/2024 8:49 PM

Check Register by Checking Account

Page: 1
User ID: SAS

Checking Account ID: 1

Check Type: Automatic Payment

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
52024084	12/09/2023	X			BAMBOOHR	Bamboo HR	219.00
52024085	12/05/2023	X			CRICKET	Cricket Wireless	90.00
52024086	12/03/2023	X			GSUITE	Google Suite	208.33
52024087	12/17/2023	X			NEXTIVA	Nextiva	590.10
52024088	12/01/2023	X			SCCHARTER	SC Charter - Rent	19,370.42
52024089	12/17/2023	X			WELLSFARGO	Wells Fargo Vendor	137.98
52024090	12/13/2023	X			REPUBLIC	Republic Services	801.39
52024091	12/23/2023	X			LEVEL3	Level 3 Communications, LLC	1,710.70
52024092	12/29/2023	X			MIDWESTBNK	Midwest Bank Credit Card	5.95
52024093	12/16/2023	X			SELECTIVE	Selective Insurance Co	0.00
52024097	12/26/2023	X			MIDWESTBNK	Midwest Bank Credit Card	3,525.24
Check Type Total:		Automatic Payment		Void Total:		0.00	Total without Voids: 26,659.11

Checking Account ID: 1

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
1004	12/11/2023	X			MIDWESTERN	Mid-Western Adverstising	2,530.94
81871035	12/01/2023	X			GIRLLOUIE	Girl Louie LLC	160.00
81890271	12/08/2023	X			CINTAS	Cintas Corp	82.74
81890272	12/08/2023	X			CINTAS	Cintas Corp	82.74
81890605	12/08/2023	X			FIRSTSTUDE	First Student Bus	17,656.92
81890606	12/08/2023	X			ROTTLER	Rottler Pest Solutions	98.00
81890607	12/08/2023	X			OPENUP	Open Up Resources	14,060.00
81891468	12/08/2023	X			MOCPSA	Missouri Charter Public School Association	1,800.00
81891469	12/08/2023	X			EDOPS	EdOps	5,795.83
81891470	12/08/2023	X			CSD	CSD Insurance Trust	13,193.17
81941856	12/15/2023	X			LITETECH	Lite Technology Solutions, LLC	500.00
82037280	12/19/2023	X			BOXWOOD	Boxwood Landscaping	3,252.00
82081051	12/27/2023	X			CINTAS	Cintas Corp	82.74
82081052	12/27/2023	X			CINTAS	Cintas Corp	355.27
82081182	12/27/2023	X			SPORTSPRIN	Sportsprint	243.00
82081183	12/27/2023	X			FIRSTSTUDE	First Student Bus	19,618.80
82081184	12/27/2023	X			SHANDS	Shands, Elbert, Gianoulakis, Giljum Law Firm	591.25
82081605	12/27/2023	X			PAYPOOL	Paypool LLC	208.16
82081606	12/27/2023	X			EDOPS	EdOps	5,795.83
82081607	12/27/2023	X			FRESHPALAT	Fresh Palate Eats LLC	6,842.37
82081608	12/27/2023	X			BOXWOOD	Boxwood Landscaping	7,300.00
82081609	12/27/2023	X			CSD	CSD Insurance Trust	13,193.17
Check Type Total:		Check		Void Total:		0.00	Total without Voids: 113,442.93
Checking Account Total:		1		Void Total:		0.00	Total without Voids: 140,102.04
Grand Total:				Void Total:		0.00	Total without Voids: 140,102.04



Accounts Payable Aging Summary

As of 12/31/2023

The Leadership School

CLIENT: The Leadership School		REPORT DATE: 1/11/2024 9:50:04 PM ET				
Payee	Current	1-30	31-60	61-90	>90	Total
Brad White Educational Consulting LLC	\$25,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,500.00
Cintas Corp	\$525.65	\$66.10	\$0.00	\$0.00	\$0.00	\$591.75
COCA - Center of Creative Arts	\$0.00	\$51,555.00	\$0.00	\$0.00	\$0.00	\$51,555.00
CSD Insurance Trust	\$13,176.21	\$0.00	\$0.00	\$0.00	\$0.00	\$13,176.21
EdOps	\$11,591.66	\$0.00	\$0.00	\$0.00	\$0.00	\$11,591.66
First Student, Inc	\$10,790.34	\$14,223.63	\$0.00	\$0.00	\$0.00	\$25,013.97
Franklin Covey Client Sales, Inc	\$798.00	\$0.00	\$0.00	\$0.00	\$0.00	\$798.00
Fresh Palate Eats LLC	\$0.00	\$6,703.31	\$0.00	\$0.00	\$0.00	\$6,703.31
hkw architects	\$0.00	\$700.00	\$0.00	\$0.00	\$0.00	\$700.00
HopSkipDrive, Inc.	\$0.00	\$1,340.01	\$0.00	\$0.00	\$0.00	\$1,340.01
Marr and Company PC	\$9,937.80	\$0.00	\$0.00	\$0.00	\$0.00	\$9,937.80
Mid-Western Adverstising	\$743.35	\$0.00	\$0.00	\$0.00	\$0.00	\$743.35
Office Essentials	\$233.45	\$0.00	\$0.00	\$0.00	\$0.00	\$233.45
Paypool LLC	\$151.78	\$0.00	\$0.00	\$0.00	\$0.00	\$151.78

Payee	Current	1-30	31-60	61-90	>90	Total
Rottler Pest Solutions	\$98.00	\$0.00	\$0.00	\$0.00	\$0.00	\$98.00
Shands, Elbert, Gianoulakis & Giljum, LLP	\$266.00	\$0.00	\$0.00	\$0.00	\$0.00	\$266.00
Visions of Ease LLC	\$137.50	\$0.00	\$0.00	\$0.00	\$0.00	\$137.50
Total:	\$73,949.74	\$74,588.05	\$0.00	\$0.00	\$0.00	\$148,537.79

Coversheet

Acknowledge Review of Sponsor's Annual Visit

Section:	III. Board Business
Item:	B. Acknowledge Review of Sponsor's Annual Visit
Purpose:	Discuss
Submitted by:	
Related Material:	Site Visit Protocol - Updated for distribution.pdf

Missouri Charter Public School Commission (MCPSC)

Site Visit Protocol

Updated Fall 2022



Missouri
Charter Public School Commission

Table of Contents

Part I:	Introduction	3
Part II:	Roles and Responsibilities	4
Part III:	Process	8
Part IV:	Performance Criteria and Indicators	12
Appendix A:	Checklist for School Site Visit Coordinator	16
Appendix B:	Compliance Checklist	17
Appendix C:	Interview/Focus Groups Guides	20

Part I: Introduction

The Missouri Charter Public School Commission (MCPSC) started sponsoring charter schools in 2015. Lawmakers, charter school advocates, and education reformers wanted an independent sponsoring entity with the authority to sponsor high-quality charter schools throughout Missouri. Sponsors enter into a contract with a Missouri nonprofit organization that demonstrates the ability and capacity to operate a quality independent public school. Sponsors hold these schools accountable for the performance of the school and to the conditions of the contract.

This charter school site visit protocol is a guide for school leaders and members of the site visit team organized by the MCPSC. This protocol is based in part on the successful charter school program built by the Massachusetts Department of Elementary and Secondary Education (DOE). MCPSC extends its gratitude to the Massachusetts DOE for the use of its materials. The MCPSC Site Visit Protocol also contains elements of the MCPSC School Quality Review (SQR) developed by SchoolWorks, which is a process that educators can use to understand and explain how well schools are working to educate students. The SQR is based on a transparent, research-based set of standards that serve as the framework to understand the effectiveness of school practices.

This Protocol is designed to be a resource for charter school leaders, external site visitors, MCPSC staff, and contracted vendors who may conduct site visits for MCPSC. It explains site visit processes, roles and responsibilities of all parties, and expected outcomes. The Protocol is meant to provide useful information about site visits so stakeholders and visitors know what to expect and how to prepare. Information from focus groups, as well as document review, provides data that is analyzed to complete a written report.

Site visits and subsequent site visit reports are not intended to provide technical assistance or other advice to the school. The site visit is also not intended to directly assist schools in making decisions about how to improve academic programs or operations.

The purpose of a site visit is to review four performance indicators:

- 1. Faithfulness to the charter**
- 2. Students' opportunities to learn**
- 3. Instructional leadership**
- 4. Organizational viability**

Site visits vary in length depending on the size, location, age, and/or specific conditions of a particular school. Site visits take place prior to opening, shortly after opening, in the Winter and Spring of the first through third years and may be conducted at additional times when deemed necessary by MCPSC. Site visit may be done virtually at the discretion of MCPSC staff. If a virtual site visit will be conducted the virtual site visit protocol should be used (found at: <https://mcpSC.mo.gov/starting-a-school/standards-policies-and-practices>) An additional and more extensive multi-day SQR visit will occur at the beginning of the fourth year. Data and information collected from site visits, as well as what is collected throughout the years of the charter, will be used by MCPSC to determine if the charter will be renewed, placed on probation, or closed. While site visits will lead to decisions about renewal, it is important to know that accountability decisions may be required prior to renewal processes if evidence points to deficits in the school's performance. These decisions may include the imposition of conditions, probation, or revocation.

Part II: Roles and Responsibilities

In order to develop an accurate portrait of a school, all participants have key roles in preparing for, and conducting, the site visit. This section explains the roles and responsibilities of the Site Visit Team Leader, team members, and the school. All team members are subject to a Family Registry check and must update it annually.

Code of Conduct

The Site Visit Team is guided in its work by a code of conduct. Adherence to the code of conduct improves the quality of the site visit; schools do not provide reliable evidence under unnecessary stress. Adherence to the code of conduct also creates a frank, professional tone in which the Site Visit Team and the school may discuss key strengths and areas for improvement.

Code of Conduct for Reviewers¹

1. Carry out work with integrity.
 - a. Treat all those you meet with courtesy and sensitivity. Try to minimize stress.
 - b. Allay anxiety through mutual respect and valuing opinions. Show an interest in what is said.
 - c. Focus attention and questions on topics that will reveal how well students are learning.
 - d. Assure information is not attributable to any specific person.
2. Act in the best interests of students and staff.
 - a. Do not put students or staff in a position where they may have conflicting loyalties.
 - b. Emphasize that students come first and are at the center of the review.
 - c. Whenever possible, work to others' convenience.
 - d. Be supportive and enabling. Evidence given under undue stress is unreliable.
 - e. Under no circumstances, criticize the work of a teacher or anyone else involved with the school.
 - f. Teacher interviews and focus groups are confidential. Any information reported to the site visit team will remain anonymous in both oral and written reports.
 - g. Try to understand what teachers are doing and why. Be supportive.
3. Be objective; base findings on evidence, not opinion.
 - a. An individual's perception can be evidence, especially if supported by others' observations.
 - b. Findings must be robust, fully supported by evidence, defensible, and must inform key questions.
 - c. Findings must be reliable in that others would make the same finding from the same evidence.
 - d. Be prepared to ask questions to establish whether a view is based on opinion or evidence. This applies, as well, to site visit team members' findings.
 - e. Discussion with staff and site visit team members is part of the process to create a fair and secure evidence base from which corporate findings are made.
 - f. If a given piece of evidence is not affecting students' learning or experience, it is then irrelevant.

¹ Adapted from the Massachusetts Charter School Office Site Visit Protocol and the OFSTED code of conduct.

Key Terms

Site Visit Team Leader	The team leader for the visit will be the school's liaison from MCPSC. This person is responsible for all communication with the school, including scheduling, requesting pre-visit documents from the school, determining a schedule for the visit (in consultation with the school leader or designee), assembling pre-visit materials for the team, preparing the team for the visit, leading the visit, and writing the resulting site visit report.
Site Visit Team Member	Site visit team members are responsible for reviewing the preparation materials that are sent to them by MCPSC. Team members participate in a webinar training, read over the provided materials, arrive at the site visit with an understanding of the background of the school, and are prepared to share initial impressions or questions with the team. Team members are required to review and follow the Code of Conduct during the visit.
Site Visit Team	The Site Visit Team is comprised of the Site Visit Team Leader and Members.
Site Visit Protocol	The Site Visit Team utilizes this document – the MCPSC Site Visit Protocol – to guide its work. This Protocol is also designed to be a resource for charter school leaders, external site visitors, MCPSC staff, and contracted vendors who may conduct site visits for MCPSC. It explains site visit processes, roles and responsibilities of all parties, and expected outcomes. The Protocol is meant to provide useful information about site visits so stakeholders and visitors know what to expect and how to prepare.
School Site Visit Coordinator	The school leader will act as or designate someone to be the coordinator and liaison for the visit. The visit coordinator should be knowledgeable of the school's schedule, be able to communicate quickly with various stakeholders and work with colleagues to resolve any scheduling issues. The Commission works with the designated person to ensure that key documents submitted through Epicenter are complete approximately four weeks prior to the visit. Additional site visit preparation includes setting the schedule, organizing the appropriate stakeholders for focus groups and coordinating logistics.

Site Visit Team Leader

Roles and responsibilities of the team leader include:

1. Modeling and enforcing the code of conduct
 - Site Visit Team Leaders should exhibit the highest professional standards and are responsible for ensuring that their team does so, as well.
2. Coordination with the school
 - Before the visit, the Site Visit Team Leader contacts the school to ensure that documents are made available in a timely manner.
 - The school is likely to have questions about the process. The team leader should serve as the school's contact person to address these questions.
 - The team leader ensures that the school has secured adequate meeting space for the team.
 - The team leader ensures that lunch will be provided (at the team's expense) each day.
3. Coordination of materials and assignment of site visit team members
 - Before the site visit, site visit team members are selected and provided with materials (e.g., Site Visit Protocol, school documents) to review.
 - Once the site visit schedule has been established, the team leader assigns team members to conduct interviews.
4. Facilitation and management of logistics for the site visit days
 - Once on site, the Site Visit Team Leader is responsible for facilitating all team meetings.
 - The team leader ensures that all interviews and focus groups are attended and go smoothly and conducts a daily review of the interview schedule with school leadership and the team.
5. Communication with the school while on site
 - The Site Visit Team Leader is responsible for maintaining good channels of communication with the school at all times.
 - The team leader takes appropriate actions to follow up on any responses to the team's findings.
6. Reporting
 - The Site Visit Team Leader writes and/or oversees the writing of the site visit report, ensuring that the report contains sufficient evidence.

Site Visit Team Members

Success of the visit relies heavily on site visit team members':

1. Adherence to the code of conduct
 - Teacher interviews and focus groups are not attributable. Any information reported to the team will remain anonymous.
2. Preparation for the site visit
 - Site Visit Team members review the Site Visit Protocol in its entirety. This is critical because the protocol guides all activities while on site.
 - Team members review documents and formulate questions for the initial team meeting prior to arriving on site.
3. Collection of evidence
 - Site Visit Team members complete the site visit schedule according to the protocol and under the direction of the team leader.

- Team members secure their evidence in notes and provide all necessary data to the team leader at each team meeting:
 - Notes are completed and organized in a timely manner for end-of-day meetings
- 4. Collaborating with others under the Site Visit Team Leader's direction
 - Team members support and take direction from their team leader. They recognize that the team leader has to make executive decisions and trusts in his/her judgment.
 - Team members actively participate in team meetings and support others' efforts to reach unified findings based on evidence.
- 5. Reporting
 - Site Visit Team members provide feedback on the draft of the site visit report in accordance with pre-established timelines, ensuring that the report contains sufficient evidence.

School Site Visit Coordinator and School

To be an effective partner in the process, the school:

1. Assigns one person to serve as the School Site Visit Coordinator
 - Serves as a liaison with the Site Visit Team Leader and the school community
 - Responsible for building the site visit agenda, in conjunction with the Site Visit Team Leader
2. Acts as an essential partner in the site visit process
 - The school makes the purpose and process of the Site Visit Team Leader's visit clear to all faculty and staff.
 - The school welcomes the Site Visit Team and recognizes its efforts on behalf of the school and its students.
 - The school works with the team to ensure that the visit runs smoothly.
 - The school engages faculty and other stakeholders to reflect on the school's performance.
3. Designates a meeting room
 - The Site Visit Team will need a meeting space during the day to hold focus groups.
4. Communicates with the Site Visit Team
 - School leadership works collaboratively with the team leader prior to the site visit to ensure that documents are provided in a timely manner and that school staff are aware of the visit and its purposes (see Appendix A).
 - School leadership works collaboratively with the team leader during the site visit to provide any additional documents requested and to ensure the completion of surveys, if applicable.
 - School leadership maintains good communication with the team leader throughout the process, honestly expressing concerns and feedback from staff.
5. Report feedback and review
 - School leadership responds honestly and frankly to the site visit team's developing findings by stating the school's position and making available additional evidence to support its position, should it differ from other members of the team.
 - School leadership completes a factual review of the draft site visit report and, in accordance with pre-established timelines, provides factual feedback to the team leader.

Part III: Process

Site Visit Preparation

1. The Site Visit Team Leader (as determined by MCPSC) communicates with the school to determine site visit dates and introduces school leadership to the Site Visit Protocol. MCPSC conducts site visits between January and April. Once the school leader confirms the date of the site visit, the school should relay that information to all relevant stakeholders and ensure regular programming will take place. **No testing, field trips, or other events outside of the normal academic program should be conducted on the day(s) of the visit. Once the date has been confirmed, MCPSC considers it finalized, barring an emergency.**
2. The school leader will act as or designate someone to be the coordinator and liaison for the visit. The School Site Visit Coordinator should be knowledgeable of the school's schedule, be able to communicate quickly with various stakeholders and work with colleagues to resolve any scheduling issues. The Site Visit Team Leader works with the School Site Visit Coordinator to begin establishing a specific schedule for the site visit. The Site Visit Team Leader remains available to answer any questions and to work with the school to ensure the documents needed for the site visit are available in a timely manner.
3. The School Site Visit Coordinator creates a draft schedule of interviews, finalizes the schedule with the Site Visit Team Leader's input and sends a copy of the schedule to the school and members of the team.
4. The school ensures that all preparation has been completed prior to the site visit (see Appendix A). MCPSC will work with the School Site Visit Coordinator to ensure that key documents submitted through Epicenter are complete approximately four weeks prior to the visit
5. The Site Visit Team Leader sends a copy of the protocol, the schedule, interview questions, and documents for pre-visit analysis to the other team members and MCPSC.

On-Site Review and Feedback

Time on site moves from a fixed structure designed to ensure good coverage of the school to a more flexible schedule that allows the team to follow up on emerging trends and findings. Since it is not possible to predict what will emerge from the evidence collected, the team requires some flexibility. However, as a matter of courtesy and in the spirit of developing and maintaining a good working relationship, the team leader works with the school to define as much of the schedule as possible without restricting the team's ability to pursue important evidence.

1. The Site Visit Team reviews documents and conducts interviews in accordance with the visit schedule.
2. The Site Visit Team Leader keeps the school's leadership informed of the team's progress throughout the visit, providing updates on the team's findings as they develop. This ensures that the school has every opportunity to present evidence to address the team's questions.
3. The Site Visit Team will formulate consensus findings that respond to the key questions, criteria, and indicators in the Site Visit Protocol. This is based on evidence provided to the team during interviews and document reviews while on site.
4. At the end of the visit, a brief report of the Site Visit Team's findings is presented verbally to school leadership.

Sample Daily Site Visit Schedule

Below are some sample site visit schedule. Schedules will vary from school to school, depending on the size of the school and the number of site visit team members. The team leader will work to construct a daily schedule for the site visit, based on schedule documents and guidance provided by school leadership. The site visit may be divided and take place over the course of two days.

Time	Action Item
7:30 – 8:00 a.m.	Site visit time arrives; morning meeting
8:00 – 9:00 a.m.	Interview with school leader
9:00 – 9:45 a.m.	Parent focus group
9:50 – 10:20 a.m.	Student focus group
10:20 – 11:00 a.m.	Dean of Students and Assistant Principals
11:00 – 11:45 a.m.	Director of Operations meeting/checklist review
11:45 a.m. – 12:45 p.m.	Lunch on campus
12:45 – 1:30 p.m.	Special Education/ELL staff focus group
1:30 – 2:15 p.m.	Teacher focus group
2:20 – 3:00 p.m.	Teacher focus group
3:00 – 3:45 p.m.	Student Support Staff
4:00 – 5:00 p.m.	Board of Directors focus group
5:00 – 7:00 p.m.	Board of Directors regularly scheduled meeting

Time	Action Item
12:30 – 1:00 p.m.	Site visit time arrives; walks the school
1:00 – 2:00 p.m.	Interview with school leadership
2:00 – 3:00 p.m.	Teacher focus group
3:00 – 3:45 p.m.	Administration focus group
4:00 – 5:00 p.m.	Board of Directors focus group
5:00 – 7:00 p.m.	Board of Directors regularly scheduled meeting
Next Day	
8:00 – 8:45 a.m.	Parent focus group
8:45 – 9:30 a.m.	External Stakeholder focus group
9:30 – 10:15 a.m.	Special Education/ELL staff focus group
10:15 – 10:45 a.m.	Director of Operations meeting/checklist review
10:45 – 11:30 a.m.	Teacher focus group
11:30 – 12:00 p.m.	Exit Interview with school leadership

Focus Groups & Interviews

A number of focus groups and interviews must be scheduled for the day of the site visit. It is the school's responsibility to gather a representative group from each category through an open invitation and to inform each participant of the time and place of the meeting. MCPSC expects that each participant is present for the entirety of the meeting and is given complete freedom to speak regarding their knowledge of and experience at the school, with no limits or repercussions imposed. Interviews are with all members of a specific group. All members of the participant groups should be invited to participate. Focus group composition should not include more than 10 individuals. The School Site Visit Coordinator will assure that each focus group contains a representative sample of

the participants. Individuals may attend only one focus group session. If the number of parents, stakeholders and/or teachers who volunteer to take part in the focus group greatly outnumber the available seats, the school should contact the Commission to request additional members be added to a specific group or additional focus group times be added to the schedule. Administrators, CMO, and board may not be present at any meeting other than their specific group.

Participants	Description	Time/When
Governing Board	An interview with all members of the governing board. Remember, a quorum of the board of trustees or any subcommittee of the board falls within the scope of the Missouri Sunshine Law (Chapter 610 of the Missouri State Statutes.) The school leader may not attend this meeting.	Observation of a regularly scheduled board meeting. Interview with all members either before or after the board meeting. Time: One hour
School Leadership/Administration	Administrators who are directly and primarily responsible for the academic program and the operation of the school should attend this meeting. The time reserved for wrap-up may be used to meet with these administrators to clarify issues, concerns, or questions. Schools operated by a CMO may be asked to include a representative as either part of the site visit or make them available for a phone call with the team.	Head of School/Executive Director/Principal - twice during the course of the visit (once at the beginning of the process and once at the end of the process) Time: One hour at the beginning of the site visit and 30 minutes at the end of the visit All others in leadership roles – one time during the course of the visit. Time: One hour
Special Education/ELL Administrator(s)	The school's special education and ELL program administrators will be interviewed. The time reserved for wrap-up may be used for supplemental meetings with these administrators as needed to clarify issues, concerns, or questions which arise during the course of the visit.	Time: 45 minutes to one hour
Special Education/ELL Staff	Special education teachers, interventionists, paraprofessionals, and ESL teachers will be interviewed. The focus group should contain a representative sample of staff in terms of their experience, years at the school, and/or grade level served. Do not include teachers who are directly responsible for supervising/evaluating other teachers.	Time: 45 minutes to one hour
General Education Teachers	All general education teachers should be offered the opportunity to participate. The focus group should contain a	Time: One hour

	representative sample of teachers in terms of their experience, years at the school, subject, and/or grade level. Do not include teachers who are directly responsible for supervising/evaluating other teachers.	
Students	Student focus groups (4 th grade and above) should represent a variety of ages, grade levels, and time spent at the school.	Time: 30 minutes
Families	This focus group should include parents or guardians whose children represent a variety of grades, years spent at the school, and, if possible, parents/guardians of students with diverse learning needs.	Time: 45 minutes to one hour
Student and Family Support Services	This focus group should include student support services staff including but not limited to: family support and outreach staff, guidance and counseling staff, dean of students, social worker, school psychologist, nurse, a crisis management team member, discipline coordinator, and/or community services liaison, if applicable. Please do not include supervisors and supervisees in the focus group together.	Time: 45 minutes to one hour
External Stakeholders (optional)	This focus group should include external partners and community services delivering services during the school day or in concern with out of school time activities connected to the school's mission.	Time: 30 – 45 minutes

Written Report

1. The Site Visit Team Leader or team member responsible for completing the written report gathers all notes and other key evidence that have been collected by the team during the site visit to use in drafting the report.
2. The writer develops a draft report that documents the evidence for the findings. This report provides a written record of the findings reported to school leadership orally at the end of the site visit.
3. Before it is sent to the school, all team members provide comments on the draft written report according to pre-established timelines.
4. The school reviews the draft for factual errors.

Part IV – Performance Criteria and Indicators

The following key questions guide the Site Visit Team's work in the school. All evidence is collected in response to these key questions.

Criteria 1: Faithfulness to Charter

- Is the school faithful to its mission? Does it implement key design elements outlined in its charter?
 - Operations are in alignment with its mission as stated in its charter.
 - All stakeholders share a common and consistent understanding of the school's mission and educational plan as outlined in the charter.
 - The school has fully implemented the educational plan in the approved charter.
- Does the school meet its performance contract goals?
- Does the school ensure program access and equity for all students eligible to attend the school?
 - Student recruitment and retention plan includes and deploys deliberate, specific strategies to ensure the ongoing provision of equity before, during, and after enrollment.
 - If student populations are not comparable to district student populations, the school eliminates barriers to program access.
 - Information regarding non-discriminatory enrollment practices and the availability of specialized services are readily available to parents, students, and the general public.
- Does the school provide public schools (district and charter) in the region with access to its best/promising practices and/or innovation?

Criteria 2: Students' Opportunities to Learn

- Does the school consistently meet academic growth, proficiency, and college and career readiness?
 - Performance standards articulated in the performance contract and/or Missouri student performance standards.
 - Assessment systems are:
 - In place and aligned to curriculum.
 - Rigorous and scheduled.
 - Regularly used to impact student achievement.
 - Curriculum is:
 - Aligned to Missouri Learning Standards.
 - Reviewed and revised regularly to ensure quality and effectiveness.
 - Aligned vertically between grades and horizontally across classrooms at the same grade level.
- Does the school identify and support students with a full range of needs?
 - The school has formalized structures for identifying students needing additional support and systematically monitors student progress and program effectiveness.
 - The school's intervention system allows students to move along a continuum of

- services and change placements according to identified progress or needs.
 - The school provides appropriate supports for students with special needs, particularly those students identified with disabilities and those with limited English proficiency.
- Does the school have a safe, supportive learning environment that reflects high expectations for all students?
 - The school holds high expectations for academic learning.
 - The school provides a safe and orderly learning environment that supports fulfillment of the educational goals.
 - The school provides opportunities for students to form positive relationships with peers and adults in the school.
- Does the school provide a respectful learning environment that engages families?
 - The school includes parents/guardians in cultivating a culture of high expectations for students' learning and their consistent support of students' efforts.
 - The school provides opportunities for families to engage with the school.
 - Educators communicate with parents/guardians about instructional programs and students' academic progress.

Criteria 3: Instructional Leadership

- Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?
 - Professional development (PD) is designed to address school priorities, school improvement goals, and/or identified areas of need.
 - Professional development is active, intensive, and sustained.
 - Professional development is evaluated.
 - Educators collaborate regularly to learn about effective instruction and students' academic performance.
 - Trained mentors provide beginning teachers with sustained, job-embedded instruction.
- Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?
 - Educators' mindsets and beliefs shared commitments to students' learning.
 - The school reflects a safe, trustworthy and growth-oriented professional climate.
 - School leaders create conditions that support educators' learning culture.
- Do school leaders guide and participate with instructional staff in the central processes of improving teaching and learning?
 - School leaders establish a vision aligned to students' long-term success and set clear goals to meet that vision.
 - School leaders ensure that the school has a coherent, comprehensive, and aligned curriculum.
 - School leaders ensure that teachers deliver high-quality instruction.
 - School leaders provide conditions that support school-wide data culture.
- Are there clearly defined and delineated roles including but not limited to staff and administration, administration and governance, parent and administration? Are these roles

understood by all stakeholders?

Criteria 4: Organizational Viability

- Does the school maintain a sound and sustainable financial condition and operate in a financially sound and publicly accountable manner?
 - The school demonstrates near-term financial health.
 - The school demonstrates financial stability.
 - The school has sound financial management practices.
 - The school has implemented systems and procedures to ensure sound financial management practices.
- Does the school have effective operational systems and structures in place?
 - The school's operations support the smooth running of its program, via strong systems for maintaining compliance.
 - The school has implemented plans and systems that ensure effective and efficient operations.
 - If applicable, the Network provides valuable and effective operational support.
 - The school successfully supports student recruitment efforts and effectively builds community relationships that marshal support for its work.
 - The facilities meet the needs of schools and are financially viable.
- Do members of the governing board act as public agents authorized by the Missouri State Board of Education and provide competent and appropriate governance to ensure the success and sustainability of the school?
 - The Board provides strong oversight over the effectiveness of the academic program.
 - The Board provides strong financial oversight.
 - The Board ensures legal compliance and public disclosure.
 - The Board maintains effective governance practices (rather than management) to ensure organizational viability, including the systematic selection and oversight of the school leaders.
 - The board engages in strategic and continuous improvement planning by setting and regularly monitoring progress relative to goals/priorities that are aligned with the school's mission, vision and core values, including but not limited to:
 - Strategic planning
 - Process, procedures, and implementation of self-evaluation.
 - Recruiting, selecting, and training members with needed skills and expertise.
 - Process, procedures, and implementation of charter management organization (CMO) evaluation, if applicable.
 - Succession planning for board and school leadership.
- Does the school compile a record of compliance with the terms of its charter and applicable state and federal laws and regulations?
 - The school maintains a 3% fund balance.
 - The school completes an annual audit.
 - The school supplies DESE with the Annual Secretary of the Board report (ASBR).

- The school makes available to the public financial and audit reports, including posting to the school's website.
 - Board members are active and engaged in fulfilling their legal responsibilities and obligations to the school including, but not limited to:
 - Following Sunshine Laws.
 - Following the board's bylaws and policies.
- If applicable, does the CMO provides competent and appropriate management of the school?
 - The board ensures a contract with the CMO is appropriately executed.
 - There is an appropriate working relationship between governing board, school leadership of the school, and the CMO.
 - The board conducts an evaluation of CMO personnel on site.
 - Staff, external partners, and parents clearly understand the role and responsibilities and relationship of the board, school leaders, and the CMO.

Appendix A

Checklist for School Site Visit Coordinator

As soon as you receive the email from MCPSC to schedule the site visit:

- ☐ Check that the suggested site visit dates are a regular school day without any school-wide testing or early release.
- ☐ Confirm the suggested date(s) as soon as possible. Please email your confirmation. If the date creates undue hardship for your school, call the MCPSC staff member who sent the email to find a mutually agreeable alternate date.
- ☐ Once the dates are confirmed, share the site visit dates and the Protocol with all relevant school stakeholders.
- ☐ Review the Site Visit Protocol and share it with the school community.
- ☐ Talk with the school's governing board, staff, and community to orient them to the purpose of the site visit, what their respective roles will be during the visit, and what to expect when the team visits. There will be no classroom observations during a Site Visit.
- ☐ If a quorum of the board of trustees, or a quorum of any subcommittee of the board, is present at the interview, follow all Missouri statutes concerning public meetings.
- ☐ Begin the process of assuring all required pre-visit documents are uploaded in Epicenter.

Approximately two weeks prior to the visit:

- ☐ Confirm all pre-visit documents are in Epicenter,
- ☐ Work with the Site Visit Team Leader and the school community, including the governing board of trustees, to determine the schedule for the visit. This may take several iterations to complete.
- ☐ Speak with the Site Visit Team Leader by telephone to review and finalize the site visit schedule, focus group attendees as well as discuss logistics and materials. Please ask questions about the site visit and the protocol at this time.
- ☐ Confirm focus group participation from board members, teachers, students, families, and staff using the focus group attendees template sent by the team leader.
- ☐ Upload into Epicenter the Focus Group Attendees list using the MCPSC template.

During the visit:

- ☐ Begin the visit with an initial interview. Assist the team in obtaining any additional information, documents, data, or interviews with school staff. Other documents, such as fiscal or planning documents, may be requested during or following the visit.
- ☐ Bring concerns and questions to the attention of the team leader as they arise.
- ☐ Attend the report out meeting to hear the team's initial report out.

After the visit:

- ☐ Work with the school's leadership team to review and provide factual corrections, or other feedback, on the draft site visit report.
- ☐ If deemed necessary, prepare a response to the final report. This response will be appended to the report.
- ☐ Share the final, public site visit report with staff, parents, board members, and the school community.



Missouri
Charter Public School Commis

Charter School Administration Compliance Checklist

Lottery/Enrollment	Y	N	NA	Comments
School has written policy that clearly states random selection process				
Applications ranked using random selection				
Wait list				
Back fills				
Clearly defined allowable exceptions				
Evidence lottery was used in current school year				
All students entered into MOSIS				
MOSIS data reviewed for accuracy				
School corrected errors and responded to warnings				
Evidence students reside in eligible district				
Evidence student meets age eligibility				
School Safety	Y	N	NA	
Certificate of Occupancy				
Physically and emotionally safe environment				
Student and Employee Records	Y	N	NA	
Records stored in secure area				
Access restricted to only necessary personnel				
Records well organized				
FERPA policies in place				
Students identified * serviced for qualifying special programs				
Policies and Procedures	Y	N	NA	
Student handbook available				
Employee handbook available				
Parent grievance policy available				
Are any fees charged?				
Documentation that only eligible students are attending				
Medication located in secure area				
Procedures for distribution of student medication				
Board/Governance Compliance	Y	N	NA	
Board members resume and background checks				
All board seats filled				
Compliance with MO Open Meeting Laws				
Board is meeting as scheduled				
Related-party transactions				
Process of recruiting new board members				
Board members trained				
Evidence that board members review school finances regularly				Note frequency - annually, quarterly, monthly

Evidence that board members review school enrollment – current and projected				Note frequency – annually, quarterly, monthly
Annual budget formally adopted				
Board has a budget committee				
Board has a budget process, including amendments				
Board approves purchases over a certain amount				
Evidence that board members review school academic performance				Note frequency – annually, quarterly, monthly
Employee Record Compliance	Y	N	NA	
All certified & non certified employees, including substitutes have background check and family registry completed, reviewed and on file				
All vendors & contracted employees have background checks and family registry completed, reviewed and on file				
Policy and procedure in place to verify contracted service/vendor have been subject to all appropriate criminal background checks				
All appropriate staff entered into MOSIS				
Finance/Accounting	Y	N	NA	
Policy on purchase orders/requisitions in place and evidence followed				
Account payables up to date				
Disbursements made by check, not cash				
System prevents duplication of payment				
System in place to review accuracy of payments				
Ledger (general and A/P) reconciled and restricted; audit trail in place				
Employee reimbursements have documentation				
Travel policy in place and followed				
Documentation in place for loans/notes				
Contract with provider and/or written accounting policy and accounting procedures				Evidence on vendor held accountable
Inventory of instructional materials				
Assent inventory				
Separate inventory of materials & equipment purchased with federal dollars				
Filed school with Retirement Board and making payments on behalf of employees				
Employee payroll list without duplications				
Payroll reconciled to general ledger, including withholdings				
Access to payroll check and other check stock restricted				
Process for changing an employee's salary require				

more than one person				
All payroll taxes filed and paid on behalf of employees				
Timesheets verified				
Credit card policies and procedures				
Check preparer prohibited from signing				
Voided checks retained and examined				
Check amount agree with supporting data				
Bank statements reconciled, on a timely basis by people now having receipt/disbursement responsibilities				
Segregation of duties regarding cash, receipts, disbursement, deposits, record keeping and reconciliation				
Cash secured				
Check and cash receipts itemized				
Deposits made daily				
Student Attendance	Y	N	NA	
All students entered into MOSIS				
MOSIS data reviewed for accuracy				
School corrected errors and responded to warnings				
Procedures for students who arrive late				
Procedures for changing attendance record, including who can make the change				
Source documents for changes in attendance				
Procedures for teacher supplied attendance				
Attendance reports reviewed and reconciled				
Procedures for certifying attendance submitted to DESE				
Enrollment, attendance records reconciled with MOSIS				
Attendance procedure manual				
Procedures to assure students are eligible for enrollment				
Attendance by subgroup provided to board and leadership				
Procedures to capture National School Lunch and Breakfast program data				