



Department of
Education

Charter Schools

Application for a Public Charter School

Opening in the 2021-22
School Year

Table of Contents

APPLICATION INSTRUCTIONS	3
GENERAL INFORMATION FORM	5
ASSURANCES FORM	6
SECTION 1 ACADEMICS	
1.1 School Mission and Vision	7
1.2 Enrollment Summary	7
1.3 Academic Focus and Plan	8
1.4 Academic Performance Standards	8
1.5 Phase-In/Turnaround Planning	9
1.6 High School Graduation and Postsecondary Readiness	9
1.7 Assessments	10
1.8 School Calendar and Schedule	10
1.9 Special Populations and At-Risk Students	11
1.10 School Culture and Discipline	12
1.11 Marketing, Recruitment, and Enrollment	12
1.12 Community Involvement and Parent Engagement	13
1.13 Existing Academic Plan	13
1.14 Performance Management	13
SECTION 2 OPERATIONS	
2.1 Governance	14
2.2 Start-Up Plan	14
2.3 Facilities	15
2.4 Personnel/Human Capital	15
2.5 Professional Development	16
2.6 Insurance	17
2.7 Transportation	17
2.8 Food Service	17
2.9 Additional Operations	18
2.10 Waivers	18
2.11 Network Vision, Growth Plan, & Capacity	19
2.12 Network Management	20
2.13 Network Governance	21
2.14 Charter School Management Contracts	22
2.15 Personnel/Human Capital - Network-wide Staffing Projections	22
2.16 Personnel/Human Capital - Staffing Plans, Hiring, Management, and Evaluation	23
SECTION 3 FINANCES	
3.1 Planning and Budget Worksheet	24
3.2 Budget Narrative	25
3.3 Financial Plan (for existing operators required to complete Sections 3.1 and 3.2)	26
3.4 Financial Plan (for existing operators NOT required to complete Sections 3.1 and 3.2)	26
SECTION 4 PORTFOLIO REVIEW/PERFORMANCE RECORD	
4.1 Past Performance	27
ATTACHMENTS	29

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APPLICATION COMPLETION AND SUBMISSION INSTRUCTIONS

Introduction

This application is designed for use by for all new charter schools in Tennessee including new start charter schools, existing Tennessee operators proposing to replicate an exact model (including focus and grade levels) of an existing school, existing Tennessee operators who would like to change their focus and/or grade structure, or existing charter school operators who are not yet established in Tennessee. A **separate** application shall be submitted for each proposed school. **NOTE: The Achievement School District (ASD) has a separate process for chartering schools. Do not use this application if you are applying to the ASD.**

Before starting a charter school application, sponsors should:

- Review all elements of the [Tennessee Public Charter Schools Act](#) (Tennessee Code Annotated Title 49, Chapter 13).
- Review the startup guides, reference guide, timeline, FAQs, and other materials available at <https://www.tn.gov/education/school-options/charter-schools/charter-school-application.html>
- [Contact](#) the LEA which will receive the application to find out any local guidelines for applicants. Several Tennessee LEAs have, as a means of defining what they believe are “the best interests the pupils, school district or community,” (T.C.A. § 49-13-108) outlined specific priorities they ask sponsors to address in applications. Sponsors may choose not to address any of those priorities and, if denied for failing to do so, may appeal to the State Board of Education. However, because Tennessee charter schools “operate within a school district structure,” seeking to align interests early on is likely to increase “accomplishment of the necessary outcomes of education.” (T.C.A. § 49-13-102).

The table below should be used to determine which sections of this application must be completed.

Applicant Type	Description	Required Sections
New-start applicant	Operator with no existing schools	<ul style="list-style-type: none"> • Academic Plan Design and Capacity: 1.1 through 1.12 • Operations Plan and Capacity: 2.1 through 2.10 • Financial Plan and Capacity: 3.1 and 3.2
Existing Tennessee operator proposing new focus/grade structure OR Existing non-Tennessee operator OR Existing ASD operator to a non-ASD authorizer	Operator with existing schools in Tennessee proposing to change their focus and/or grade structure OR Operator with existing schools outside of Tennessee OR ASD Operator with existing schools in Tennessee proposing to another non-ASD authorizer	<ul style="list-style-type: none"> • Academic Plan Design and Capacity: 1.1 through 1.14 • Operations Plan and Capacity: 2.1 through 2.16 • Financial Plan and Capacity: 3.1 through 3.3 • Portfolio Review and Performance Record: 4.1
Existing Tennessee operator proposing exact focus/grade structure of an existing school	Operator with existing schools in Tennessee proposing no change in focus or grade structure to a currently operating school	<ul style="list-style-type: none"> • Submit original application • Academic Plan Design and Capacity: 1.2, 1.12, 1.13, and 1.14 • Operations Plan and Capacity: 2.11 through 2.16 • Financial Plan and Capacity: 3.4 • Portfolio Review and Performance Record: 4.1

Existing Operators in Tennessee Applying to Replicate Exact Focus/Grade Structure:

A Tennessee operator requesting replication must:

- Be in compliance with all local, state, and federal laws and their existing charter contract;
- Be in at least year two (2) of operating a school in Tennessee with the exact focus/grade structure of the proposed school; and
- Provide student performance data analysis from state assessments, including but not limited to: TCAP/TN Ready Achievement, EOC, and ACT.
- TVAAS Data

Contents

A completed application shall include the following:

1. General information;
2. Assurances form signed by the authorized agent of the public charter school sponsor;
3. Application narrative that addresses each applicable section;
4. Projected budget; and
5. Applicable attachments.

Format

- The application, excluding attachments and budget worksheets, may not exceed 250 pages. For existing operators in Tennessee applying to replicate exact focus/grade structure, inclusion of the original application does not count towards the 250-page limit.
- Hard copies of the application should be placed in three ring binders, with the front cover and spine labeled with, at minimum, the name of the proposed charter school.
- Each section of the application should be tabbed and clearly labeled according to the table of contents.
- All pages in the application (after the table of contents) should be numbered sequentially (e.g., 1 of 178).
- Applicable attachments should be clearly labeled and referenced as appropriate in the narrative.
- The electronic copy should be an exact version of the hard copy and should be submitted as one PDF document including all attachments and the budget. In addition, one excel version of the budget worksheet should be attached.

Filing

A completed application must be submitted to both the charter authorizer and the Department of Education by the **close of business on February 1**. When amended applications are submitted to an authorizer, one electronic copy must also be submitted to the department. *Note: When the February 1 deadline falls on a Saturday, Sunday, or State observed holiday, the application materials are due the next business day.*

Applicants may be required to submit up to five (5) hard copies, and one electronic copy of the application materials to the authorizer. Authorizers may charge an application fee of up to \$2,500 perschool.

Electronic copies may be submitted to the department via email, online file transfer service, CD, USB drive, etc. Please submit applications to the department using the contact information below:

Email: charter.schools@tn.gov

Mail: Office of Charter Schools
Tennessee Department of Education
9th Floor – Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

GENERAL INFORMATION

Name of proposed school: _____

Projected year of school opening: _____

Charter authorizer for proposed school: _____

Sponsor/Sponsoring Agency: _____

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes _____ No _____ In Process _____

Model or focus of proposed school: _____

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application):

Mailing address: _____

Primary Telephone: (____) _____ Alternate Telephone: (____) _____

Email Address: _____

Names, current employment, and roles of all people on school design team (add lines as needed):

Full name	Current job title and employer	Position with proposed school

Name of proposed school leader (if any): _____

Proposed school leader’s current employment: _____

City or geographic community: _____

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? Yes _____ No _____

If yes, identify the CMO or other partner organization: _____

Does this applicant have charter school applications under consideration by any other authorizer(s)?
Yes _____ No _____

If yes, complete the table below, adding lines as needed:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type:

- New-Start Applicant
- Existing TN Operator Proposing New Focus/Grade OR Existing non-TN operator OR Existing ASD operator
- Existing Tennessee Operator Proposing Exact Focus/Grade Structure

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for [name of school] is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
 - e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

Signature

Printed Name of Authorized Signatory

Title of Authorized Signatory

Executive Summary

In three pages or less, provide a narrative executive summary about your proposed charter school. The executive summary should provide a concise overview of the following:

- The proposed plan for the school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team's capacity to successfully open and operate a high quality school given the above considerations.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

In this section:

- (a) Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. A school's mission statement provides the foundation for the entire application.
- (b) Describe the vision of the proposed school and how it will help achieve the school's mission.
- (c) Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102;
- (d) Describe how the mission and vision of this school addresses any priorities set by the chartering authority; and
- (e) Describe what the school will look like when it is achieving its mission.

1.2 Enrollment Summary

In this section:

- (a) Describe the community from which the proposed school intends to draw students, including the demographic profile and school zones within the LEA.
- (b) Provide a rationale for selecting the community where the proposed school will locate.
- (c) Discuss the academic performance and enrollment trends of surrounding schools in that community.
- (d) Describe the specific population of students the proposed school intends to serve.
- (e) Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.
- (f) If you are an existing operator, describe any enrollment practices, processes, and policies that will differ from the existing school.
- (g) Complete the enrollment summary and anticipated demographics charts below.

Number of Students

Grade Level	Year 1 20__	Year 2	Year 3	Year 4	Year 5	At Capacity 20__
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Totals						

Anticipated Demographics	% of Economically Disadvantaged students	% of Students with disabilities	% of English language learners

1.3 Academic Focus and Plan

In this section:

- (a) Describe the academic focus of the school. Tennessee law describes an academic focus as “a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.” (T.C.A. §49-13-104).
- (b) Outline the school’s academic plan, defined as “a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials, and curriculum that will be used to provide students with knowledge, proficiency, and skills needed to reach the goals of the school.” (T.C.A. §49-13-104).
- (c) Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or other important features of the proposed school.
- (d) Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.
- (e) Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the schools being proposed.
- (f) Detail the proposed instructional goals and methods, including specific academic benchmarks.
- (g) Explain why the instructional strategies and proposed curriculum are well-suited for the targeted student population.
- (h) Explain how the academic plan aligns with Tennessee’s academic standards.
- (i) If your academic plan includes blended learning, describe which blended learning model the school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), the role of the teachers within the blended learning environment and explain

how and why this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

- (j) Describe the school's approach to help remediate students' academic underperformance.
- (k) Describe methods for providing differentiated instruction to meet the needs of all students, including plans for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.

1.4 Academic Performance Standards

In this section:

- (a) Describe the proposed charter school's annual and long-term academic achievement goals, in measurable terms.
- (b) Describe the process for setting, monitoring, and revising academic achievement goals.
- (c) Describe corrective action plans if school falls below state and/or district academic achievement expectations.
- (d) Describe goals for student attendance and explain how the school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.
- (e) Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements).
- (f) Provide the school's exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do.

1.5 Phase-In/Turnaround Planning (for applicants proposing a conversion)

In this section:

- (a) Describe your organization's prior experience in turning around or converting an underperforming school. Include student outcomes and results. Describe how your organization achieved these results, and address the challenges you faced in turning around that school. If your organization does not have such experience, please provide a comprehensive rationale that explains the suitability of your organization to successfully transform a struggling school.
- (b) Describe how your organization will engage with the local neighborhood, community, and student population prior to the conversion. Explain your strategies and plan for recruiting an underperforming zoned student population.
- (c) Describe specific ways that you will engage and transform the existing school culture and community once your school is authorized, prior to opening, and during the first year of operation. How will you determine what parts of the school culture you will keep, modify, or add?
- (d) Explain how the school will establish a visual identity while simultaneously respecting and reinforcing the building history, role in the community, and campus identity.
- (e) Explain how your academic plan for this conversion school will differ from that of a new-start.
- (f) If proposing a phase-in approach:
 - Describe how you will transition to a shared campus. Include your approach to shared space, resources, and services, and your approach to facilitating solutions to building-wide issues and supporting campus collaboration. Be sure to outline any essential elements for co-location.
 - In the event that the local district chooses to transition students out of the school sooner than originally planned, how will you minimize disruptions to your model?
- (g) If proposing a full school take-over approach:

- Describe your approach to communicating with existing staff, including a transition plan that includes how you will help them transition and/or how they can apply for positions within your organization. Include a communication timeline.
- Provide a detailed, comprehensive plan describing the additional supports, in both teaching and non-teaching personnel, needed to ensure student success beginning in year 1 of your conversion.

1.6 High School Graduation and Postsecondary Readiness (high schools only)

In this section:

- Explain how the school will meet Tennessee graduation requirements in accordance with State Board policy 2.103. Describe how students will earn credits, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed those required by the State, explain the additional requirements.
- Describe how graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., technical centers, community colleges, military, or workforce).
- Outline systems or structures the school will use to assist students at risk of dropping out and/or not meeting graduation requirements throughout the term of the charter.
- Describe plans for incorporating early post-secondary and work-based learning opportunities for students.
- List and explain each type of high school diploma to be offered at the school.

1.7 Assessments

Charter school students must take the same State-mandated assessments as students in other public schools. Charter schools also administer additional interim assessments. In this section:

- Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals, and state standards.
- Explain how the school will measure and evaluate academic progress of individual students, student cohorts, sub-groups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement.
- Identify the person(s), position(s), and/or entities that will be responsible and involved in the building testing coordination.
- Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community.
- Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
- Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
- Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.

1.8 School Calendar and Schedule

In this section:

- Provide the annual academic calendar for the school as **Attachment A**.
- Explain how the annual academic calendar reflects the needs of the academic program.

- (c) Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day including start and dismissal times.
- (d) Explain why the above schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.
- (e) Describe a typical school day for a teacher and a student during the school's first year of operation.
- (f) Describe any proposed extra-curricular or co-curricular activities or any other student focused programming the school will offer; when will they begin, how often will they occur, and how will they be funded?
- (g) If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

1.9 Special Populations and At-Risk Students

In this section:

- (a) Provide a detailed, comprehensive plan on how the school will serve students with special needs, including but not limited to those students with federally recognized disabilities, students with Section 504 Plans, English Language Learners, students identified as intellectually gifted, and students at risk of dropping out.
- (b) Describe the extent to which one or more of the founding school team members has experience working with special populations. If no founding school team members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.
- (c) Describe the school's plans to have qualified staffing adequate for the anticipated special needs population and how the daily schedule, overall staffing plan, and support strategies (i.e., service providers, nursing, and educational assistants) will meet or be adjusted to the diverse needs of the students.
- (d) Explain how the school will utilize and evaluate data to inform instruction and evaluate academic progress for students with disabilities, English learners, at-risk students, and gifted students.
- (e) Describe the following related to special education:
 - Methods for identifying students with special needs and avoiding misidentification;
 - How the school will handle over-identification of special education needs;
 - Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for special needs students;
 - Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation; and
 - Plans for promoting graduation for students with special needs (high school only).
- (f) Describe the following related to English learners (EL) in accordance with state board policy 3.207:
 - Methods for identifying EL students and avoiding misidentification;
 - Specific instructional programs, practices, and strategies the school will employ to ensure

- academic success and equitable access to the core academic program for these students;
 - Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and
 - Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
- (g) Describe the following related to at-risk students:
- Methods for identifying at-risk students through academic and behavioral processes; and
 - How the proposed school will meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports that will be provided.
- (h) Describe the following related to gifted students:
- Methods for identifying and meeting the needs of intellectually gifted students; Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities; and
 - Plans for monitoring and evaluating the progress and success of intellectually gifted students.
- (i) Describe how the school will implement Response to Instruction and Intervention (RTI²) procedures for special needs students, including a plan for how data will be collected, progress will be monitored, and instructional decisions will be made related to student performance.

1.10 School Culture and Discipline

In this section:

- (a) Provide as **Attachment B** the Student Handbook and/or forms that will be provided to or required of students and families, including any “contracts” with students and parents.
- (b) Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school’s mission, goals, and objectives.
- (c) Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.
- (d) Explain how the school culture will embrace students with special needs, including students with disabilities, English Language Learners, and students at risk of academic failure.
- (e) Describe the philosophy for student discipline that supports your proposed school’s model, including:
- Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
 - If not included in the discipline policy, a list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;
 - An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;
 - A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level); and
 - Discuss how students and parents will be informed of the school’s discipline policy.
- (f) Provide the student discipline policy as **Attachment C**, if not already included in **Attachment B** of the school handbook.
- (g) If you plan to adopt the local district or another school’s policy, explain how this policy aligns with your mission, vision, and goals.

1.11 Marketing, Recruitment, and Enrollment (prior to school opening)

In this section:

- (a) Provide as **Attachment D** the school Enrollment Policy, which should include the following:
 - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms (considering the LEA's open enrollment and lottery schedule);
 - Nondiscriminatory admission policies, pursuant to T.C.A. §49-13-107;
 - Any proposed articulation plans or agreements, pursuant to T.C.A. §49-13-113;
 - An explanation of the purpose of any pre-admission activities for students or parents; and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.
- (b) Describe how parents and other members of the community will be informed about the school.
- (c) Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.
- (d) Describe how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.
- (e) What established community organizations would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.
- (f) Describe what has been done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.
- (g) Provide the following as **Attachment E**:
 - Any documentation of pledged support from prospective partners; and
 - Letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community's needs and interests.

1.12 Community Involvement and Parent Engagement (after school opens)

In this section:

- (a) Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?
- (b) Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.
- (c) Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.
- (d) If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

1.13 Existing Academic Plan (for existing operators)

In this section:

- (a) Describe any key academic plan features for the replication school that will differ from the operator's existing schools.
- (b) Explain why you would implement these different features, any new resources they would require, and the rationale for the variation in approach.

1.14 Performance Management (for existing operators)

In this section:

- (a) If different than the original application, describe any mission-specific educational goals and targets that the organization will have. State goals clearly in terms of the measures or assessments you plan to use.
- (b) Explain how the organization will measure and evaluate academic progress of individual schools within your network throughout the school year.
- (c) Describe the organization’s approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.
- (d) Describe the organization’s plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals?
- (e) Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

- (a) Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
- (b) Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the school will be an educational and operational success.
- (c) Describe how the board will evaluate the success of the school, the school leader, and its own performance.
- (d) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?
- (e) Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.
- (f) Describe the training or orientation new board members will receive. What kinds of ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13-111 (o) requires annual board training, as certified by the Tennessee Charter Schools Association; documentation of this training must be provided to the chartering authority.
- (g) How will this board handle complaints? This process should be clear and follow an appropriate route for resolution of concerns raised by students, parents, and/or stakeholders.
- (h) Explain plans for board member attrition.

List all current and identified board members and their areas of focus or expertise roles in the following table adding rows as needed.

Full name	Current job and employer	Area of focus/expertise
Chair:		
Vice-chair		

Please include the following governance documents as **Attachment F:**

- F1.** Articles of Incorporation
- F2.** Proof of non-profit and tax exempt status
- F3.** By-laws
- F4.** Code of Ethics
- F5.** Conflict of Interest Policy
- F6.** Board member resumes (including references)
- F7.** Board policies (including frequency of meetings, and policies on open meetings and open records)

2.2 Start-Up Plan

- (a) Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals).
- (b) Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges. This plan should align with the Start-Up (Year 0) Budget in the Budget Workbook.

2.3 Facilities

- (a) Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.
- (b) Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.
- (c) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
- (d) Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.
- (e) Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Include associated costs in budget details.
- (f) Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.
- (g) Broadly describe a contingency plan, should your facility fall through.
- (h) List any properties you may have already identified as suitable to meet the school facility needs.

2.4 Personnel/Human Capital

- (a) Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity and highlight the areas of this structure that relate directly to the school's vision and mission as **Attachment G**. The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- (b) If identified, describe the capacity of school leadership in terms of skills, experience, and available time to identify and respond to the needs of the staff and students. Provide resumes for school leadership and previous student achievement data for the individuals responsible

- for academic programming (if available) as **Attachment H**.
- (c) Give a thorough description of the process for hiring the school administrator. Explain how the school leader will be supported, developed, and explain the state-approved evaluation model used for the school administrator, pursuant to State Board Policy 5.201.
 - (d) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Explain other key selection criteria and any special considerations relevant to your school design.
 - (e) Explain how teachers will be supported and developed. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.
 - (f) Indicate the state-approved evaluation model used for teachers, pursuant to State Board Policy 5.201.
 - (g) Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.
 - (h) Define and elaborate on the procedures for hiring and dismissing school personnel, including conducting criminal background checks.
 - (i) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.
 - (j) Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
 - (k) Include a copy of the school's employee manual and personnel policies as **Attachment I**.

Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

Position	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/ School Leader						
Assistant Principal						
Dean(s)						
Additional School Leadership						
Additional School Leadership						
Classroom Teachers						
Classroom Teachers (e.g. special education, ELL, foreign language, etc.)						
Student Support Positions (e.g. social works, psychologist, etc.)						
Student Support Positions						
Specialized School Staff						
Specialized School Staff						
Teaching Aides or Assistants						
School Operations Support Staff						

2.5 Professional Development

- (a) Describe the expected number of days and hours for professional development throughout the school year and explain how the school’s calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.
- (b) Identify the person or position responsible for professional development.
- (c) Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of IEPs, discipline of students with disabilities, and communication with EL families.
- (d) Provide a schedule and overview of professional development that will take place prior to the school’s opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or challenging aspects of the chosen curriculum.
- (e) Describe the plan to cultivate future leadership capacity.
- (f) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.
- (g) Explain how the school will provide orientation to teachers that are hired mid-year.

2.6 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements. As **Attachment J**, please provide the following:

- (a) A list of the types of insurance coverage the school will secure, including a description of the

levels of coverage. Types of insurance should include workers' compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers), surety bonds pursuant to Tenn. Code Ann. §49-13-111 (n) and sexual abuse; and

- (b) A letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify the department of education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

2.7 Transportation

- (a) How will you transport the students to and from your school daily, if applicable?
- (b) How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips, where applicable. Also include budgetary assumptions and the impact of transportation on the overall budget.
- (c) If applicable, outline your proposed transportation plan as follows:
- Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight;
 - Describe how the school will transport students with special transportation needs and how that will impact your budget; and
 - Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.
 - Explain how you will ensure compliance with Tenn. Code Ann. §49-6-2116
- (d) If there are no plans to provide transportation, explain how you will ensure students can get to school.

2.8 Food Service

Describe the school's proposed food service plan and include the following:

- (a) A clear description of how the school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations;
- (b) Include any plans to meet the needs of low-income students; and
- (c) How the school intends to collect free and reduced price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).

2.9 Additional Operations

Describe the school's plan for supporting operational needs of the following:

- (a) Technology:
- Describe how the school will ensure student access to technology required for state mandated assessments, include infrastructure requirements and costs in budget section;
 - List the technology that will be required to meet the academic and operational needs of the school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.
- (b) Student information management:
- Describe how the school will ensure compliance with the Family Education Rights and

Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.

- (c) School health and nursing services:
 - Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a School Nurse and a description of his/her role in the school
 - Include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.
- (d) Safety and security:
 - Describe your plan for safety and security for students, staff, guests, and property. Identify the person or position responsible for school safety operations;
 - What will be the process and timeline for creating a school crisis plan?
- (e) School maintenance.
 - Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.
- (f) Any additional operations as applicable.
- (g) If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please detail:
 - The name of the CMO or other partner organization if known;
 - Selection process and criteria;
 - Division of roles between the board and the service provider, and how conflicts of interest will be checked;
 - How performance of the provider will be measured;
 - Conditions for renewal and termination of the agreement;
 - Any monetary obligations of the CMO agreement; and
 - Include a copy of the CMO agreement as **Attachment K**, if available.

2.10 Waivers

Pursuant to T.C.A. § 49-13-105, a sponsor of a proposed charter school may apply to either the local education agency or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement.

Waivers may not be granted for requirements related to:

- Federal and state civil rights;
- Federal, state, and local health and safety;
- Federal and state public records;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings;
- At least the same equivalent time of instruction as required in regular public schools;
- Teacher evaluation; or
- Requirements in the charter school statute, T.C.A. 49 Chapter 13 or State Board of Education rules and regulations specific to charter schools.

Please list all requested waivers below:

T.C.A. Citation	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement

State Board of Education Rule or Policy	Description of Rule or Policy	Proposed replacement Rule, Policy or practice	How this waiver will increase student achievement

2.11 Network Vision, Growth Plan, & Capacity (for existing operators)

In this section:

- (a) Describe the network’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.
- (b) If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.
- (c) Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.
- (d) If applicable, list any schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for the failure or delay.
- (e) Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered and how you have addressed them.
- (f) Discuss the greatest anticipated risks and challenges to achieving the organization’s desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.
- (g) If you have already identified a charter school facility, indicate the location (including street address and school zone). Describe the facility, including whether it is new construction or part of an existing public or private school building. If a facility has not been identified, indicate any existing possibilities and the process that will be used to find a suitable facility. Include a timeline for facility selection and requisition.
- (h) Provide, as **Attachment L**, the organization’s most recent annual report.

2.12 Network Management (for existing operators)

In this section:

- (a) Identify the organization’s leadership team and their specific roles and responsibilities.
- (b) Provide, as **Attachment M**, the organization charts for Year 1 network as a whole (including both network management and schools within the network), Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher

- councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with a charter management organization clearly show the provider's role in the organizational structure of the school.
- (c) Explain any shared or centralized support services the network organization will provide to schools in Tennessee. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract).

Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions.

Function	Network Decision-Making	School Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		

Function	Network Decision-Making	School Decision-Making
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		

2.13 Network Governance (for existing operators)

- (a) As applicable, describe the governance structure at the network level and how that relates to the individual school.
 - Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement of either: having a parent from one of the network’s Tennessee schools serve on the governing body, or having advisory councils at each school.
- (b) Describe the size and composition (current and desired) for the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.
- (c) Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).
- (d) Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and leader.
- (e) Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.
- (f) Will the charter be held by the same existing non-profit board or will a new board be formed?
 - If the existing board will also govern the new school:
 - Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).
 - Discuss any plans to transform the board’s membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - If a new board will be formed:
 - Describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the new school, organizational chart, and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.

2.14 Charter School Management Contracts (for existing operators, if applicable)

If the proposed school intends to contract with a charter management organization (CMO) or other education service provider (ESP) for school management, provide the following information as **Attachment N:**

- (a) An explanation of how and why the CMO was selected;

- (b) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
- (c) A draft of the proposed management contract;
- (d) Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and
- (e) Documentation of the service provider’s non-profit status and evidence that it is authorized to do business in Tennessee.

2.15 Personnel/Human Capital - Network-wide Staffing Projections (for existing operators)

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools					
Number of middle schools					
Number of high schools					
Total schools					
Student enrollment					

Management Organization Positions	Year 1	Year 2	Year 3	Year 4	Year 5
[specify]					
Total back-office FTEs					

Elementary School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principals					
Assistant Principals					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					

Elementary School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at elementary schools					

Middle School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principals					
Assistant Principals					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at middle schools					

Elementary School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Assistant Principals					
Deans					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at high schools					
Total Network FTEs					

2.16 Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation (forexisting operators)

In this section complete the following, if not previously addressed (in 2.4):

- (a) Describe the organizational structure of the proposed school.
- (b) Provide the school organizational chart as **Attachment G**.
- (c) Delineate the relationship of the school organization to the network organization as a whole.
- (d) Describe the operator’s current or planned process for sourcing and training potential school

leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

- (e) Describe your organization's strategy and plans for recruiting and hiring teaching staff, including the plan for hiring highly qualified staff. Explain other key selection criteria and any special considerations relevant to your school design.
- (f) Explain how the organization intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

SECTION 3 FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet (Attachment O)

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department's website. Provide, as

Attachment O, a detailed budget for the proposed school. The budget must include:

- (a) All anticipated revenues and expenditures
- (b) A back-office budget
- (c) Financial implications of facilities plans
- (d) Explicitly detail major assumptions including but not limited to:
 - Student enrollment;
 - All anticipated funding sources¹, including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases;
 - Other government resources;
 - Private fundraising;
 - eRate;
 - Student fees;
 - Compensation, including:
 - Salary table and number of staff by position;
 - Yearly pay increases; and
 - Pension contribution and other benefits
 - Line items for each major expense and delineation of assumptions, including:
 - Instructional materials and supplies;
 - School equipment and furniture;
 - Technology for student and instructional use;
 - Professional development;
 - Student assessments;
 - Student information system;
 - Special education services;
 - Student activities;
 - Contracted services at school (audit, I/T, PD, etc.);
 - Rent and utilities;
 - Office supplies and equipment;
 - Technology for administrative use;
 - Fundraising materials and resources (non-staff);

¹ Both the budget forms and narrative should specify the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable.

- School start-up costs;
- Management fees and any other management compensation to the CMS or network (if applicable);
- Facility scenarios; and
- Capital, contingency, and insurance reserve funds.

3.2 Budget Narrative (Attachment P)

As **Attachment P**, present a budget narrative including detailed descriptions of budget assumptions, revenue, and expenditure projections reflecting proposed growth over time. In this section include:

- (a) A plan for compliance with state and federal accounting and reporting requirements;
- (b) How the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;
- (c) An explanation of student enrollment and BEP projections;
- (d) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;
- (c) An explanation of all anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds;
- (d) The systems, processes, and policies by which the organization and school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls, etc.;
- (e) How the school will provide an independent annual audit of organizational and school level financial and administrative operations;
- (f) Your team's individual and collective qualifications and capacity for implementing the financial plan successfully;
- (g) The roles and responsibilities of the school's administration and governing board for school finances and distinguish between each;
- (h) The school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;
- (i) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening;
- (j) How one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated; and
- (k) If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.

3.3 Financial Plan (for existing operators required to complete Sections 3.1 and 3.2)

In this section:

- (a) Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?
- (b) Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.
- (c) Provide, as **Attachment Q**, a detailed budget for the network. You may reference school-level budgets provided in Sections 3.1 and 3.2, as appropriate. Applicants must submit financial forms detailing:
 - A back-office budget;
 - Financial implications of facilities plans;
 - All major assumptions including but not limited to:
 - Student enrollment;

- All anticipated funding sources² (at the network level), including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases;
 - Other government resources;
 - Private fundraising;
 - eRate;
 - Student fees;
- Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;
- Management fees and any other management compensation to the CMO or network (if applicable); and
- Capital, contingency, and insurance reserve funds.

3.4 Financial Plan (for existing operators NOT required to complete Sections 3.1 and 3.2)

In this section:

- (a) Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted; and describe the criteria and procedures for the selection of contractors.
- (b) If applicable, describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?
- (c) Present, as **Attachment P**, a detailed budget narrative describing assumptions and revenue estimates.
- (d) Include any committed contributions or in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. You should clearly indicate between those grants or in-kind donations which have already been firmly committed and those you are planning to pursue. For grants or donations that you are planning to pursue provide the source, estimated amount of contribution, and expected date of receipt if known.
- (e) Provide 24-month cash flow projections.
- (f) Detail the contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- (g) Describe Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
- (h) Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.

² Both the budget forms and narrative should specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are secured and which are anticipated and include evidence of firm commitments where applicable.

- (i) Provide, as **Attachment O**, a detailed budget for the proposed school, and as **Attachment Q**, the network budget as a whole. You may reference school-level budgets provided in the original application, as appropriate. Applicants must submit financial forms detailing:
- A back-office budget
 - Financial implications of facilities plans
 - All major assumptions including but not limited to:
 - Student enrollment;
 - All anticipated funding sources³, including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases;
 - Other government resources;
 - Private fundraising;
 - eRate; and
 - Student fees;
 - Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;
 - Line items for each major expense and delineation of assumptions (at the school level only), including:
 - Instructional materials and supplies;
 - School equipment and furniture;
 - Technology for student and instructional use;
 - Professional development;
 - Student assessments;
 - Student information system;
 - Special education services;
 - Student activities;
 - Contracted services at school (audit, I/T, PD, etc.);
 - Rent and utilities;
 - Office supplies and equipment;
 - Technology for administrative use; and
 - Fundraising materials and resources (non-staff);
 - School start-up costs;
 - Management fees and any other management compensation to the CMS or network (if applicable);
 - Facility scenarios; and
 - Capital, contingency, and insurance reserve funds.

³ Both the budget forms and narrative should specify the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable.

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD (FOR EXISTING OPERATORS)

4.1 Past Performance

For applicants with only one school in their network, please mark not applicable where necessary.

In this section:

- (a) Describe your existing educational program and whether or not it is a success.
- (b) Provide detailed student achievement and growth results for each school in the network as **Attachment R**.
- (c) Have the schools in the network demonstrated success in raising student achievement levels by meeting/exceeding state and national standards for most students?
- (d) If applicable, provide the graduation rates for each school in the network.
- (e) Using the Portfolio Summary Template, provide a detailed summary of all of the schools in the operator's portfolio as **Attachment S**.
- (f) Select one or more of the consistently high-performing schools that the organization operates, and discuss the school's performance.
 - o Be specific about the results on which you base your judgment that the school is high-performing.
 - o Discuss the primary causes to which you attribute the school's distinctive performance.
 - o Discuss any notable challenges that the school has overcome in achieving its results.
 - o Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.
- (g) Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.
 - o Describe the primary causes to which you attribute the school's problems.
 - o Explain the specific strategies that you are employing to improve performance.
 - o How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?
- (h) For all schools operating under another authorizer: provide, as **Attachment T**, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).
- (i) For all schools operating in the state of Tennessee: provide the following **in Attachment U**: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.
- (j) List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."
- (k) List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.
- (l) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.
- (m) Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in **Attachment V**: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

ATTACHMENTS

Please include attachments labeled according to the following schedule:

- ATTACHMENT A:** Annual School Academic Calendar
- ATTACHMENT B:** Student Handbook / School Forms
- ATTACHMENT C:** Student Discipline Policy
- ATTACHMENT D:** Student Enrollment Policy
- ATTACHMENT E:** Pledged Support from Prospective Partners & Letters of Support/MOUs/Contracts
- ATTACHMENT F:** Board Governance Documents
 - F1.** Articles of Incorporation
 - F2.** Proof of non-profit and tax exempt status
 - F3.** By-laws
 - F4.** Code of Ethics
 - F5.** Conflict of Interest Policy
 - F6.** Board member resumes
 - F7.** Board policies, including policies on open meetings and open records
- ATTACHMENT G:** School Organizational Chart
- ATTACHMENT H:** School Leader Resumes/Student Achievement Data (if available)
- ATTACHMENT I:** Employee Manual/Personnel Policies
- ATTACHMENT J:** Insurance Coverage
- ATTACHMENT K:** CMO Agreement (if applicable)
- ATTACHMENT L:** Organization/Network Annual Reports or Audits (for existing operators)
- ATTACHMENT M:** Network Organizational Chart (for existing operators)
- ATTACHMENT N:** CMO Documentation (if applicable)
- ATTACHMENT O:** Planning and Budget Worksheet
- ATTACHMENT P:** Budget Narrative
- ATTACHMENT Q:** Network Budget (for existing operators)
- ATTACHMENT R:** Student Achievement/Growth Results (for existing operators)
- ATTACHMENT S:** Portfolio Summary Template (for existing operators)
- ATTACHMENT T:** School Reports/LEA Evaluations (for existing operators)
- ATTACHMENT U:** School Financials (for existing operators)
- ATTACHMENT V:** Litigation Documents (for existing operators, if applicable)

CHECKLIST
For New Start Applicants with No Existing Schools

- | | |
|---|---|
| <input type="checkbox"/> General Information and Assurances | <input checked="" type="checkbox"/> 3.1 Budget Worksheet (Information included as Attachment O) |
| <input type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 3.2 Budget Narrative (Information included as Attachment P) |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> Attachment A (1.8) |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> Attachment B (1.10) |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> Attachment C (1.10) |
| <input type="checkbox"/> 1.5 (If applicable) | <input type="checkbox"/> Attachment D (1.11) |
| <input type="checkbox"/> 1.6 | <input type="checkbox"/> Attachment E (1.11) |
| <input type="checkbox"/> 1.7 | <input type="checkbox"/> Attachment F (2.1) |
| <input type="checkbox"/> 1.8 | <input type="checkbox"/> Attachment G (2.4) |
| <input type="checkbox"/> 1.9 | <input type="checkbox"/> Attachment H (2.4) |
| <input type="checkbox"/> 1.10 | <input type="checkbox"/> Attachment I (2.4) |
| <input type="checkbox"/> 1.11 | <input type="checkbox"/> Attachment J (2.6) |
| <input type="checkbox"/> 1.12 | <input type="checkbox"/> Attachment K (If applicable; 2.9) |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> Attachment O (3.1) |
| <input type="checkbox"/> 2.2 | <input type="checkbox"/> Attachment P (3.2) |
| <input type="checkbox"/> 2.3 | |
| <input type="checkbox"/> 2.4 | |
| <input type="checkbox"/> 2.5 | |
| <input type="checkbox"/> 2.6 | |
| <input type="checkbox"/> 2.7 | |
| <input type="checkbox"/> 2.8 | |
| <input type="checkbox"/> 2.9 | |
| <input type="checkbox"/> 2.10 | |

CHECKLIST

For Existing Tennessee Operator Proposing New Focus/Grade Structure OR Existing Non-Tennessee Operator OR Existing ASD operator proposing to non-ASD operator

- | | | |
|---|---|---|
| <input type="checkbox"/> General Information and Assurances | <input type="checkbox"/> 2.11 | |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.12 | |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.13 | |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 2.14 (If applicable) | |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.15 | |
| <input type="checkbox"/> 1.5 (If applicable) | <input type="checkbox"/> 2.16 | |
| <input type="checkbox"/> 1.6 | <input checked="" type="checkbox"/> 3.1 Budget Worksheet (Information included as Attachment O) | |
| <input type="checkbox"/> 1.7 | <input checked="" type="checkbox"/> 3.2 Budget Narrative (Information included as Attachment P) | |
| <input type="checkbox"/> 1.8 | <input type="checkbox"/> 3.3 Network Budget | |
| <input type="checkbox"/> 1.9 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> Attachment O (3.1) |
| <input type="checkbox"/> 1.10 | <input type="checkbox"/> Attachment A (1.8) | <input type="checkbox"/> Attachment P (3.2) |
| <input type="checkbox"/> 1.11 | <input type="checkbox"/> Attachment B (1.10) | <input type="checkbox"/> Attachment Q (3.3) |
| <input type="checkbox"/> 1.12 | <input type="checkbox"/> Attachment C (1.10) | <input type="checkbox"/> Attachment R (4.1) |
| <input type="checkbox"/> 1.13 | <input type="checkbox"/> Attachment D (1.11) | <input type="checkbox"/> Attachment S (4.1) |
| <input type="checkbox"/> 1.14 | <input type="checkbox"/> Attachment E (1.11) | <input type="checkbox"/> Attachment T (4.1) |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> Attachment F (2.1) | <input type="checkbox"/> Attachment U (4.1) |
| <input type="checkbox"/> 2.2 | <input type="checkbox"/> Attachment G (2.4) | <input type="checkbox"/> Attachment V (4.1) |
| <input type="checkbox"/> 2.3 | <input type="checkbox"/> Attachment H (2.4) | |
| <input type="checkbox"/> 2.4 | <input type="checkbox"/> Attachment I (2.4) | |
| <input type="checkbox"/> 2.5 | <input type="checkbox"/> Attachment J (2.6) | |
| <input type="checkbox"/> 2.6 | <input type="checkbox"/> Attachment K (If applicable; 2.9) | |
| <input type="checkbox"/> 2.7 | <input type="checkbox"/> Attachment L (2.11) | |
| <input type="checkbox"/> 2.8 | <input type="checkbox"/> Attachment M (2.12) | |
| <input type="checkbox"/> 2.9 | <input type="checkbox"/> Attachment N (If applicable; 2.14) | |
| <input type="checkbox"/> 2.10 | | |

CHECKLIST
For Existing Tennessee Operator Proposing Exact Structure/Grade Focus

- Original Application
- General Information and Assurances
- 1.2
- 1.12
- 1.13
- 1.14
- 2.11
- 2.12
- 2.13
- 2.14 (If applicable)
- 2.15
- 2.16
- 3.4
- 4.1
- Attachment E (1.11)
- Attachment G (2.16)
- Attachment L (2.11)
- Attachment M (2.12)
- Attachment N (If applicable; 2.14)
- Attachment O (3.4)
- Attachment P (3.4)
- Attachment Q (3.4)
- Attachment R (4.1)
- Attachment S (4.1)
- Attachment T (4.1)
- Attachment U (4.1)
- Attachment V (If applicable; 4.1)