



Sponsor of an Existing School in the ASD Seeking Authorization from Its Home LEA Application

Tennessee Department of Education | November 2024

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Part 1

General Information

Part 1 - General Information

Cover Sheet

Primary Point of Contact

Identify the primary point of contact for your application.

This will likely be the liaison identified in the Letter of Intent unless there has been a change since the Letter of Intent was submitted. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The primary contact is expected to ensure that any individuals involved in the sponsoring of this application receives all general communications promptly. As with all aspects of your application, the names of the primary contact will become public information.

Name of School	
Name of Sponsor / Sponsoring Entity	
Name of Proposed Authorizer	

Primary Contact Name	
Primary Contact Role	
Primary Contact Mailing Address	
Primary Contact Email Address	
Primary Contact Phone Number	
Primary Contact Alternate Number	

School Information

Name of School	
Projected Year of School Opening under Identified Authorizer	
Name of Sponsor / Sponsoring Entity	
Name of Proposed Authorizer	
Model or focus of school	
City or geographic community for school	

Sponsor & School Transition Team

Below, list the names, and roles of all people on the school transition team, including school leader, adding lines as needed. Identify the major responsibilities managed by each team member. Add more rows as necessary.

Full Name	Current Job Title	Key Transition Responsibilities

Is the sponsor a not-for-profit organization with 501(c)(3) status?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress
<i>If no or in progress, please explain:</i>	

Is the school currently in contract with or partnering with a charter management organization (CMO)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>If yes, identify the CMO or other partner organization:</i>	

Assurances

I hereby certify that the information submitted in this application 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 must comply with all assurances within this section, and all applicable state and federal laws and regulations related to public charter schools.

I affirm that the public charter 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 authorizer 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\(p\)](#);
3. Will provide special education services for students as provided in [T.C.A. 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, 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. notwithstanding subdivision 7c, not charging registration fees, enrollment fees, or tuition to the students enrolled in an Opportunity Public Charter School;
 - e. following state financial (budgeting and audit) procedures and reporting requirements according to [T.C.A. §§ 49-13-111, 120, and 127](#);
 - f. 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 of Authorized Representative

Date

Printed Name of Authorized Representative

Part 2

Application

Narrative

Section 1

Academic Plan & Design

Section 1 – Academic Plan and Design

1.1 - School Mission and Vision

In this section:

- a. Provide the mission statement for the school.
- b. Describe the vision of the school and how the vision has effectively helped achieve the school's mission.
- c. Describe the ways in which the mission and vision of this school has met and continues to meet the prescribed purposes for charter schools found in [T.C.A. § 49-13-102\(a\)](#).
- d. Describe how the mission and vision of the school addresses any priorities set by the proposed authorizer.
- e. If there has been a change to the mission and vision throughout the term of the school or proposed within this application, describe the rationale behind that change.

Section 1.2 - Enrollment Summary

In this section:

- a. Describe the community, including specific zip codes, from which the current school draws students, including the demographic profile and the school zones of other schools currently in operation within the community.
- b. Describe the specific population of students the school serves. How has this population changed throughout the life of the school?
- c. Discuss the academic performance and enrollment trends of the school over the past three years. How does this compare to the trends of other schools within the community?
- d. Describe what the school does more effectively than the schools that are now serving the targeted population. How have these options increased student achievement?
- e. Complete the provided templates **Table 1: Past Enrollment**, **Table 2: Anticipated Enrollment** and **Table 3: Demographics**.

Enrollment Summary

Table 1 Past Enrollment

School Year	2010-21	2021-22	2022-23	2023-24	Current Year 2024-25*	Available Seats (in current charter)
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Table 2 Anticipated Enrollment

School Year	Current Year*	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
K											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											

*current data should be pulled as of December 1 of this school year

Table 3: Student Demographics (current year)

% of Economically Disadvantaged Students	
% of Students with Disabilities	
% of English Learners	

*current data should be pulled as of December 1 of this school year

Section 1.3 - Academic Focus and Plan

In this section:

- a. Describe the academic focus of the school.
- b. How are the instructional methods and curriculum used well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?
- c. Describe key changes or adjustments to the academic plan that have occurred since the initial application. What was the rationale for these changes? What lessons were learned?
- d. How will the school continue to review and analyze its academic plan and its impact on academic student achievement.
- e. Describe any key academic plan features for the school that will differ from the existing school's operation, the rationale for implementing these different features and any new resources they would require.
- f. Explain how the academic plan aligns with Tennessee's academic standards and how it incorporates foundational literacy.
- g. Provide the foundational literacy skills plan for the proposed school as **Attachment A**.

Section 1.4 - Academic Performance Standards

In this section:

- a. Describe the school's annual and long-term academic achievement goals. How do these goals align with the department and authorizer's model performance framework.
- b. Describe the school's approach to helping remediate students' academic underperformance and learning loss, including plans for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.
- c. Describe any lessons learned pertaining to student attendance over the past 3 years. Describe what has been done to ensure high rates of student attendance. How will this continue?
- d. Describe the school's process for identifying and addressing chronic absenteeism.
- e. What are the school's exit standards for students, including graduation requirements? These should clearly set forth what students in the last grade served will know and be able to do, and what is required.

Question f - j are REQUIRED for sponsors serving grades 9-12

- f. How does the school meet Tennessee graduation requirements in accordance with State Board policy 2.103. Describe how students earn credits, how grade-point averages are calculated, what information is on transcripts, and what elective courses are offered. If graduation requirements exceed those required by the State, explain the additional requirements.
- g. Describe how graduation requirements have ensured and will continue to ensure readiness for college or other postsecondary opportunities (i.e., trade schools, community colleges, military, or workforce).
- h. Outline systems or structures the school uses to assist students at risk of dropping out and/or not meeting graduation requirements.
- i. Describe plans for incorporating early post-secondary and work-based learning opportunities for students.
- j. Identify each type of high school diploma to be offered at the proposed school.

Section 1.5 – Assessments

Public charter school students must take the same state-mandated assessments as students in other public schools. Charter schools also administer internal assessments. In this section:

- a. Identify the formative and summative internal assessments the school uses to assess individual student and sub-group learning needs and progress throughout the year.
- b. Explain how the school utilizes a data cycle. How does the school collect and analyze student academic data and use it to inform instruction, professional development, and teacher evaluations?
- c. Provide the school's state mandated assessment testing plan as **Attachment B**.

Section 1.6 - School Calendar and Schedule

In this section:

- a. Provide the annual academic calendar for the school as **Attachment C**.
- b. Provide the school's detailed daily schedule by grade as **Attachment D**.
 - Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.
- c. Explain how and why the academic calendar and schedule is optimal for student learning. How have you planned time for tiered interventions, enrichment, tutoring, and other academic activities?
- d. Describe any extra-curricular activities, co-curricular activities, or any other student- focused programming the school offers, including when they begin, how often they occur, and how they are funded.
- e. If Saturday School, summer school, additional remediation and tutoring after school hours, or

other after school programming is offered, describe the program(s), including those in alignment with [T.C.A. § 49-6-3115](#).

- Explain the schedule and length of the program, including the number of hours and weeks.
 - Address the number of students and the methodology used to identify them.
 - For identified students, is the program mandatory?
 - What are the resource and staffing needs for these programs?
 - What measures are used to identify the success of these programs?
- f. If the school offers Saturday School, Summer School, or an After School program, include the plan(s) as **Attachment E**.

Section 1.7 - Special Populations

In this section:

- a. Describe the staff (by role and number), including support staff, that the school has in place to address the needs of the special populations identified in subsections (c), (d), (e) and (f)?
- b. Describe how the school prepares for their special populations. How does the school's daily schedule address the diverse needs of these students?
- c. Describe the following related to students with disabilities:
 - Methods used for identifying students with disabilities and avoiding misidentification or over-identification;
 - Specific instructional programs, curriculum, practices, and strategies the school has employed to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities, and what will continue and/or change with transition to the home LEA;
 - Plans for monitoring, evaluating, documenting, and communicating the progress and success of students with disabilities, including coordination with the authorizer's monitoring and evaluation; and
 - Plans for promoting graduation for students with disabilities (*high school only*).
- d. Describe the following related to English Learners (EL) in accordance with State Board of Education Rule 0520-01-19-.03:
 - Methods used for identifying EL students and avoiding misidentification.
 - Specific instructional programs, curriculum, practices, and strategies the school has employed to ensure academic success and equitable access to the core academic program for EL students, and what will continue and/or change with transition to the home LEA;
 - 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.
- e. Describe the following related to at-risk students:
 - Methods used for identifying at-risk students through academic and behavioral processes; and
 - How the school addresses the learning needs of at-risk students and monitors their progress. Specify the programs, strategies, and supports that will be utilized.

- f. Describe the following related to gifted students:
- Methods used for identifying and meeting the needs of intellectually gifted students, including specific research-based instructional programs, practices, strategies, and opportunities the school provides to enhance their abilities; and
 - Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Section 1.8 - School Culture and Discipline

In this section:

- a. Provide as **Attachment F** the Student Handbook and/or forms that will be required of students and families.
- b. Describe the school culture or ethos of the school and how it promotes a positive academic environment and reinforces the school's mission, goals, and objectives.
- c. Explain how the school has created, implemented, and sustained this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan the school will use for acculturating students who enter mid-year.
- d. Explain how the school's culture embraces special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.
- e. Provide the student discipline policy as **Attachment G** (if not already included in **Attachment F** - the school handbook).
- f. If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the school's model, including:
 - Practices the school uses to promote equitable discipline, including both penalties for infractions and incentives for positive behavior;
 - 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 employs for students facing expulsion;
 - An explanation of how the school protects the rights of students with disabilities in disciplinary actions and proceedings;
 - The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and
 - How students and parents will be informed of the school's discipline policy.

Section 1.9 - Recruitment and Enrollment

In this section:

- a. Provide as **Attachment H** the school's 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 receives and processes application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);
 - Nondiscriminatory admission policies, pursuant to [T.C.A. §49-13-107](#);
 - Any existing or proposed articulation agreements, pursuant to [T.C.A. §49-13-113](#);
 - Identification of any pre-admission activities for students or parents;
 - Enrollment and application communication methods and;
 - Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.
- b. Describe the school's recruitment plan including the strategies, activities, events, responsible parties, and a timeline.
 - What established community organizations have you targeted, and will you continue to target for marketing and recruitment?
- c. Describe how students have been given an equal opportunity to attend the school.
 - Specifically describe outreach to families that live in the school's neighborhood community students in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.

Section 1.10 - Parent and Community Engagement and Support

In this section:

- a. What feedback of the school has been provided by the community – including parents interested in enrolling their student(s) in your school - and how has this feedback been incorporated?
- b. Describe how you engage parents and community members currently and how this engagement strategy has changed since the initial application. What specific strategies have been effective at establishing buy-in from local parents and community members. What strategies will be adjusted for new and additional engagement?
- c. Provide, as **Attachment I**, any of the following: letters of support, including those within the local community, outreach to parents, intents to enroll, or memoranda of understanding, that indicate the school is welcomed member of the, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests.

Note: General letters of support that include generic language such as “this school provides a high-quality option” or “we will work to support the school” do not satisfy this expectation. Instead, letters of support should demonstrate a clear commitment that is measurable and that is likely to result in enrollment targets being met, demonstrate financial support, or sustainable community engagement.

- d. Identify any community organizations, businesses, or other educational institutions that the school has partnered with. Specify the nature, purposes, terms, and scope of services of any

such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

- e. Describe how parents are informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.
- f. If not already identified, describe any programs and resources that have been offered to parents and/or the community and how they support the school's mission and vision.

Section 2

Operations Plan and Capacity

Section 2 – Operations Plan and Capacity

Section 2.1 – Governance

In this section:

- a. Describe the composition and size of the governing board and board committees. Explain how the governance structure and composition has ensured active and effective representation of key stakeholders will continue to ensure the educational and operational success of the school.
- b. Describe how the board measures the success of the school, the school leader, and their own performance.
- c. Complete the provided template for **Table 4: Board Members**. List all board members and their areas of focus or expertise in the following table, adding rows as needed.
- d. Provide the following governance documents as attachments:
 - Articles of Incorporation as **Attachment J**
 - Proof of non-profit and tax-exempt status as **Attachment K**
 - By-laws as **Attachment L**
 - Code of Conduct as **Attachment M**
 - Conflict of Interest Policy as **Attachment N**
 - Board member resumes or biographies as **Attachment O**
 - Board policies (including frequency of meetings, open meetings, and open records) as **Attachment P**

Section 2.2 - Transition Plan

In this section:

- a. Provide a detailed timeline for the components of transitioning to a new authorizer, specifying tasks and responsible individuals.
- b. Describe what you anticipate will be the challenges of transitioning to a new authorizer and how you expect to address these challenges.

Section 2.3 – Facilities

In this section:

- a. Describe the proposed school facility including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces. Provide a diagram of the facility as **Attachment Q**.
- b. Describe how the proposed facility meets the school's needs based on the educational program and enrollment.
- c. Describe any contingency planning that has been done should the proposed facility fall through.
- d. Explain how the facility needs are tied to the related items in the school's budget.

Section 2.4 - Personnel / Human Capital

In this section:

- a. Describe the school's leadership structure. Include a copy of the school's organizational chart as **Attachment R**. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that play a role in managing the school.
- b. Explain the responsibilities of the school leader, how the school leader is supported and developed, and the state-approved administrator evaluation model that has been implemented for this individual, as required by [State Board Rule 0520-02-01](#) and [State Board Policy 5.201](#).
- c. Describe what strategies that have been used and will continue to be used to recruit key staff, including, but not limited to, operational staff, administrators, and teachers.
 - Identify key selection criteria, required experience, and any special considerations relevant to your school design.
 - Provide 3 years of previous student achievement data for the individuals responsible for academic programming (if available) as **Attachment S**.
- d. How do your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community?

- e. Indicate the state-approved evaluation model used for teachers, required by [SBE Rule 0520-02-01](#) and [SBE Policy 5.201](#).
 - Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence in academic achievement, academic growth, and culture.
- f. Describe how the school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.
- g. Outline the salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system.
- h. Explain the school's strategy for retaining high-performing teachers.
- i. Are employees at-will or does the school use employment contracts.
- j. Include a copy of the school's employee manual and personnel policies as **Attachment T**.
- k. Complete the provided template for **Table 5: Staffing Chart** to identify current (as of December 1) staffing and outline any changes proposed with this application (if applicable).
 - Adjust or add functions and titles as needed to reflect variations in school models.
- l. Complete the provided template for **Table 6: Teaching Staff** identifying current (as of December 1) teachers, their license numbers, endorsement areas, and assigned teaching position. Indicate any teachers that have permits.

Table 5: Staffing Chart

Position	Current Staffing	Proposed Staffing
Principal / School Leader		
Assistant Principal		
Dean(s) [specify]		
Additional School Leadership [specify]		
Additional School Leadership [specify]		
Classroom Teachers (core subjects)		
Classroom Teachers (electives, languages)		
Special Education Teachers (e.g. special education, 504, ELL, etc.)		
Paraprofessionals		
Student Support Position 1 (e.g. social works, psychologist, etc.)		
Student Support Position 2 [specify]		
Specialized School Staff [specify]		
Teaching Aides or Assistants		
School Operations Support Staff		
Other (<i>please specify</i>)		
Total FTEs		

Section 2.5 – Transportation

In this section:

- a. Outline your school's transportation plan as follows:
 - Describe the oversight of transportation operations (e.g., whether the school provides its own transportation, contracts out for transportation, a district provides transportation, or a combination thereof) and who on the school staff provides this daily oversight.
 - Describe how the school transports students with special transportation needs and how that has impacted your budget and any plans you have in place should new students have a need.
 - Describe how the school has ensured compliance with state and federal laws and regulations related to transportation services.
 - Explain how you have ensured compliance with [T.C.A. § 49-6-2116](#).

Section 2.6 - Food Service

In this section:

- a. Describe the school's food service plan including the following:
 - A clear description of how the school offers food service to students.
 - How the school complies with applicable district, state, and federal guidelines and regulations.
- b. Describe how the school food service plans meet the needs of low-income students.
- c. Describe how the school collects free and reduced-price lunch information from qualified families (including those schools that participate in the Community Eligibility Provision).
- d. Provide the food vendor contract as **Attachment U**.

Section 2.7 - Additional Operations

In this section:

- a. Describe any operational matters that will be handled differently following the transition to your home LEA (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require.
- b. Attach your previously approved and authorized charter application as **Attachment V**.

Section 2.8 - Charter Management Organization

Section 2.8 is REQUIRED for applicants partnered with a charter management organization

In this section, please detail:

- a. The name of the CMO
- b. Describe the scope of specific resources, service, or set of services that the Charter Management Organization (CMO) provides for the school to support operation and/or management.
- c. Include a copy of the CMO agreement as **Attachment W**, if available, that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination

Section 3

Financial Plan & Capacity

Section 3 – Financial Plan and Capacity

Section 3.1 - Planning and Budget Worksheet

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 charter school must submit the Public Charter School Planning and Budget Worksheet, which is provided on the department’s website, as **Attachment X**.

The budget must include:

- a. All anticipated revenues and expenditures
- b. A back-office budget
- c. Financial implications of facilities plan
- 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
 - 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 teacher use
 - Professional development
 - Student assessments
 - Student information system
 - Special education services
 - Student activities
 - Authorizer fee
 - Contracted services at school (audit, I/T, etc.)
 - Rent, utilities and other facility expenses
 - Office supplies and equipment
 - Technology for administrative use
 - Fundraising materials and resources (non-staff)
 - Marketing costs
 - Management fees and any other management compensation (CMO/Network)
 - Capital, contingency, and insurance reserve funds

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.

Section 3.2 - Budget Narrative

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

- a. How the budget will effectively ensure the school model can be implemented fully and how it supports your theory of action concerning student achievement;
- b. An explanation of student enrollment and TISA projections;
- c. An explanation of any additional funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;
- d. If the budget includes fundraising or philanthropic revenue, provide detailed assumptions for how the revenue amounts were determined, and whether the funds have been awarded or are estimates.
- e. Provide an explanation of all anticipated expenditures including those identified in [Subpart III.I.d](#)
- f. Describe the systems, processes, and policies the school uses to manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;
- g. Describe how the school provides an independent annual audit of school-level operations and complies with other federal or state accounting and/or reporting requirements;
- h. Provide the different roles and responsibilities of the school's administration and governing board for school finances;
- i. If the school outsources any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include how oversight is provided to those contractors;
- j. The level of financial expertise of the school's internal and external team members;
- k. Any contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;
- l. An explanation and evidence of sources and financing terms if the contingency plan includes loans, commitments from an outside donor, or alternative funding source; and
- m. How one or more high-needs students with disabilities might affect the budget and how you intend to meet student needs that might be more than anticipated.

Section 4

Portfolio Review & Performance Record

Section 4 - Portfolio Review & Performance Record

4.1 – Portfolio Summary

For purposes of this application, the sponsor must submit the Portfolio and Performance Worksheet, which is provided on the department’s website, as **Attachment Z**. The portfolio summary shall encapsulate all schools that are currently or were previously operated and/or managed by the sponsor, governing body, network, and/or charter management organization.

The summary must include:

- a. List all charter schools that are currently and/or were previously operated and/or managed by the sponsor, governing body, network, and/or charter management organization seeking authorization for each status below:
 - Actively operating
 - Pre-Opening
 - Pending Authorization
 - Withdrawal or Non-Openings
 - Voluntary Closures
 - Involuntary Closures
- b. For each school, include the following information:
 - General Information
 - Name of School
 - School Status
 - Operating Years as applicable: Year Opened and Year Closed
 - Address including City, State / Territory
 - Grades Served
 - Total Enrollment
 - Statewide Designations
 - All state-wide designations earned within the last five years (*ex: reward and priority*)
 - Graduation & Promotion Rate for Prior Year
 - Demographics and Socioeconomic Breakout
 - % African American, Asian, Hispanic, White, Other Race / Ethnicity
 - % FRPL
 - % SPED
 - % ELL
 - School Contact Information
 - Contact Name, Title, Email, Phone Number
 - Authorizer Contact Information
 - Authorizing Organization, Contact Name, Title, Email, Phone Number

4.2 - Performance Record: Academics

Student Achievement and Growth

In this section:

- a. Provide detailed student achievement and growth results for each school that was operated, including results for grade levels not tested on state assessments. This should include both internal assessments and state assessments throughout your existing application term. This information will be included in the Portfolio and Performance Worksheet.
 - As **Attachment Z**, include internal assessments and state assessments.
- b. Provide evidence that demonstrates the success of schools operated in raising student achievement levels.

Educational Programming

In this section:

- a. For all schools operated, describe the educational program at your existing or previous school(s) and its successes and challenges.

School Performance

In this section:

- a. Select one or more of the consistently high-performing schools operated and discuss the school's performance.
 - Be specific about the results on which you base your judgment that the school is high-performing.
 - Discuss the primary causes to which you attribute the school's distinctive performance.
 - Discuss any notable challenges that the school has overcome in achieving its results.
 - Identify any ways in which the school's success has informed or affected how other schools operate. Explain how the effective practice or structure, or strategy was identified and how it was implemented elsewhere.
- b. Select one or more 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.
 - Describe the primary causes to which you attribute the school's problems.
 - Explain the specific strategies that you are employing to improve performance.
 - How will you know when performance will be satisfactory?

What are your expectations for satisfactory performance in terms of performance levels and timing?

4.3 - Performance Record: Operations

Authorizer Evaluations

- a. Provide, as attachments, the last two years of the following items produced by the authorizer(s) or by a third-party evaluator, if applicable:
 - **Attachment AA:** Performance Reports (academics, operations and finance as available)
 - **Attachment BB:** Evaluation Reports
 - **Attachment CC:** Renewal Reports
 - **Attachment DD:** Annual Reports

Termination of Contracts

- a. List any contracts with charter schools that have been terminated by the network, charter management organization, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.

Performance Deficiencies

- a. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated, and explain what caused these actions.
- b. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated in the last three years and how such deficiencies or violations were resolved.

Litigation

- a. Identify any current or past litigation, including arbitration proceedings, that has involved the network, governing body, charter management organization, sponsor, or any charter schools it operates.
 - Provide, as **Attachment EE**, if not subject to confidentiality protection:
 1. the demand,
 2. any response to the demand, and the results of the arbitration or litigation.

4.4 - Performance Record: Fiscal

Financial Statements

- a. For all schools operating in the state of Tennessee: provide the following in **Attachment FF**:
 - (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.

Part 3

Attachment Schedule

Part 3: Attachment Schedule

Please include attachments labeled according to the following schedule:

Section 1 Attachments: Academic Plan and Design

Attachment	Section	Description	Required	Guidance
A	1.3	Foundational Literacy Skills Plan	Yes	Use the department developed Foundational Literacy Skills Plan Toolkit to create a plan that is aligned with the rubric by which Foundational Literacy Skill Plans are reviewed and approved
B	1.5	Testing Plan	Yes	
C	1.6	Annual Academic Calendar	Yes	In accordance with T.C.A. § 49-6-3004
D	1.6	Daily Schedule	Yes	In accordance with T.C.A. § 49-6-3004
E	1.7	Additional Program Plans	Yes	
F	1.8	Student Handbook and Required Forms	Yes	
G	1.8	Student Discipline Policy	Yes if not in Attach F	
H	1.9	Enrollment Policy	Yes	<p>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 and run a lottery, if necessary (considering the authorizer’s open enrollment and lottery schedule);</p> <ul style="list-style-type: none"> • Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107; • Any proposed articulation agreements, pursuant to T.C.A. § 49-13-113; • Identification of any pre-admission activities for students or parents; and <p>Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.</p>
I	1.10	Parent and Community Engagement	Yes	

Section 2 Attachments: Operations Plan and Capacity

Attachment	Section	Description	Required	Guidance
J	2.1	Articles of Incorporation	Yes	
K	2.1	Proof of Non-Profit and Tax-Exempt Status	Yes	
L	2.1	By-Laws	Yes	
M	2.1	Code of Conduct	Yes	
N	2.1	Conflict of Interest Policy	Yes	
O	2.1	Board Member Resumes or Biographies	Yes	
P	2.1	Board Policies (including frequency of meetings, open meetings, and open records)	Yes	
Q	2.3	Facility Map	Yes	
R	2.4	Organizational Chart	Yes	
S	2.4	Student Achievement Information (<i>if available</i>)	If available	
T	2.4	Employee Manual and Personnel Policies	Yes	
U	2.6	Food Vendor Contract	Yes	
V	2.7	Previously Approved and Authorized Charter Application	Yes	
W	2.8	CMO Agreement	If available	

Section 3 Attachments: Fiscal Plan and Capacity

Attachment	Section	Description	Required	Guidance
X	3.1	Budget Worksheet	Yes	
Y	3.2	Budget Narrative	Yes	

Section 4 Attachments: Portfolio Review and Performance Record

Attachment	Section	Description	Required	Guidance
Z	4.1	Portfolio and Performance Template	Yes	Utilize template on department website and directions located in Section 4.1
Z	4.1	Portfolio and Performance Template		Provide detailed student achievement and growth results for each school that was operated, including results for grade levels not tested on state assessments.
Z	4.2	Portfolio and Performance Template		Provide the last two years of the following items produced by the authorizer(s) or by a third-party evaluator, if applicable:
AA	4.3	Performance Reports		
BB	4.3	Evaluation Reports		
CC	4.3	Renewal Reports		
DD	4.3	Annual Reports		
EE	4.3	Litigation Documents		Provide the demand, any response to the demand, and the results of the arbitration or litigation.
FF	4.4	Audited Financial Statements	Yes	Include the last two years of audited financial statements for each school or school(s); and the most recent internal financial statements, including balance sheets and income statements.

Part 4

Applicant

Completeness

Checklist

Part 4: Applicant Completeness Checklist

Applicants should refer to this section to ensure that they have met all submission requirements. Within 5 business days of a determination that an application is found to be incomplete, the sponsor shall be notified by the authorizer². Within 5 business days of notification from an authorizer of application deficiencies, the sponsor may correct the deficiencies and re-submit the application³

- To the extent that a specific section does not apply to a proposed school (e.g., an elementary school will not offer dual credit), the application should state the reasons that the section is not applicable.
- Applicants must use department templates where specified.
- The completeness check is NOT intended to be a qualitative review of the charter school proposal. The completeness check is ONLY intended to ensure that the charter school proposal, as presented, complies with certain statutes and regulations, and includes all required narrative sections and attachments.

² SBE Rule 0520-14-01-.01(1)(i)

³ SBE Rule 0520-14-01-.01(1)(i)2.

Applicant Completeness Checklist

General Information	
<input type="checkbox"/>	Cover Sheet
<input type="checkbox"/>	Assurances
<input type="checkbox"/>	Executive Summary
1.1 - School Mission and Vision	
<input type="checkbox"/>	Narrative
1.2 - Enrollment Summary	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Table 1
<input type="checkbox"/>	Table 2
<input type="checkbox"/>	Table 3
1.3 - Academic Focus & Plan	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Attachment A
1.4 - Academic Performance Standards	
<input type="checkbox"/>	Narrative
1.5 - Assessments	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Attachment B
1.6 - School Calendar & Schedule	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Attachment C
<input type="checkbox"/>	Attachment D
<input type="checkbox"/>	Attachment E
1.7 - Special Populations	
<input type="checkbox"/>	Narrative
1.8 - School Culture and Discipline	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Attachment F
<input type="checkbox"/>	Attachment G
1.9 - Recruitment and Enrollment	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Attachment H
1.10 - Parent/Community Engagement	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Attachment I

2.1 - Governance	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Table 4
<input type="checkbox"/>	Attachment J
<input type="checkbox"/>	Attachment K
<input type="checkbox"/>	Attachment L
<input type="checkbox"/>	Attachment M
<input type="checkbox"/>	Attachment N
<input type="checkbox"/>	Attachment O
<input type="checkbox"/>	Attachment P
2.2 - Transition Plan	
<input type="checkbox"/>	Narrative
2.3 - Facilities	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Attachment Q
2.4 - Personnel / Human Capital	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Attachment R
<input type="checkbox"/>	Attachment S
<input type="checkbox"/>	Attachment T
<input type="checkbox"/>	Table 5
<input type="checkbox"/>	Table 6
2.5 - Transportation	
<input type="checkbox"/>	Narrative
2.6 - Food Service	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Attachment U
2.7 - Additional Operations	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Attachment V
2.8 - CMO	
<input type="checkbox"/>	Narrative
<input type="checkbox"/>	Attachment W

3.1 - Planning & Budget Worksheet	
<input type="checkbox"/>	Attachment X
3.2 - Budget Narrative	
<input type="checkbox"/>	Attachment Y
4.1 - Portfolio Summary	
<input type="checkbox"/>	Attachment Z
4.2 - Performance Record: Academics	
<input type="checkbox"/>	Attachment Z
<input type="checkbox"/>	Attachment Z
4.3 - Performance Record: Ops	
<input type="checkbox"/>	Attachment AA
<input type="checkbox"/>	Attachment BB
<input type="checkbox"/>	Attachment CC
<input type="checkbox"/>	Attachment DD
<input type="checkbox"/>	Attachment EE
4.4 - Performance Record: Finance	
<input type="checkbox"/>	Attachment FF