



Tennessee Charter School Creation Application Requirements

For Sponsors Seeking to Open a Public
Charter School in the 2026-27 School Year

Tennessee Department of Education | October 2024

Completing the Tennessee Charter School Creation Application

This section outlines the process by which sponsors¹ must complete the Tennessee Charter School Creation Application. For additional guidance, sponsors should access the “Charter School Creation Application Guidance” document located on the department’s [Charter Schools webpage](#). **Sponsors must submit a separate application and accompanying documents for each proposed charter school.**

Before starting a charter school creation application process, sponsors should:

- Review all elements of the Tennessee Public Charter Schools Act (T.C.A. Title 49, Chapter 13) and Tennessee State Board of Education Rule 0520-14-01.
- Review the guides, checklist, timeline, and other materials available on the application page of the department’s [Charter Schools webpage](#).
- Contact the authorizer² to which the sponsor is applying to determine if there is an application fee³ or any local guidelines for applicants. Several Tennessee authorizers have outlined specific priorities they ask sponsors to address in applications. Sponsors may choose not to address any of those priorities and applications may not be denied for failing to do so.

Contents of an Application

This document, along with the charter creation application templates available on the department’s charter schools webpage, provides all the necessary questions and requirements for completing a Tennessee Charter School Creation Application. Sponsors must use these templates to ensure their applications comply with all requirements. Each proposed school requires a separate application, which must include all required information and attachments. Sponsors must include all required contents as listed in the application [completeness checklist](#) included in [Part 4](#) of this document, as well as abide by all statutorily required components.

Sponsors applying to open an Opportunity Public Charter School must clearly explain, for each required item in the Charter Creation Application, how their school will serve the intended target populations.

Application Deadline

Sponsors must file a completed electronic copy of the Tennessee Charter School Creation Application with the authorizer and the Tennessee Department of Education (department) on or before 11:59 p.m.

¹ “Sponsor”, pursuant to T.C.A. § 49-13-104, means a proposed governing body filing an application for the establishment of a public charter school, that is not a for-profit entity; nonpublic school as defined in T.C.A. § 49-6-3001; other private, religious, or church school; or postsecondary institution not regionally accredited; and does not promote the agenda of any religious denomination or religiously affiliated entity.

² “Authorizer”, pursuant to T.C.A. § 49-13-104, means a local board of education, the Tennessee public charter school commission, or the achievement school district as defined in T.C.A. § 49-1-614, that makes decisions regarding approval, renewal, and revocation of a public charter school application or agreement. Note: Pursuant to T.C.A. § 49-13-105, the Tennessee Public Charter School Commission has the authority to serve as an appellate authorizer.

³ Authorizers may charge an application fee of up to \$2,500 for each initial application the charter school sponsor files. T.C.A. §49-13-107

CT on February 1.⁴ If a sponsor submits an amended application to an authorizer, an electronic copy of the amended application must also be submitted to the department through the [Tennessee Charter School Upload webpage](#).

Submission of Application

Sponsors must file all application materials with both the department and authorizer by the required deadline. Sponsors must contact authorizers to determine the authorizer's application submission process. To file application materials with the department, all electronic files must be uploaded through the [Tennessee Charter School Upload webpage](#). The department will send confirmation of receipt to the email address listed on the upload. If for any reason the applicant cannot file via the provided link, an applicant may file their application via email to Charter.Schools@tn.gov.

Waivers

Pursuant to T.C.A. § 49-13-111(p), "a public charter school may apply to either the authorizer or to the commissioner of education for a waiver of any state board rule or statute that inhibits or hinders the proposed public charter school's ability to meet the school's goals or comply with the school's mission statement. Neither the authorizer nor the commissioner shall waive regulatory or statutory requirements related to:

- (1) Federal and state civil rights;
- (2) Federal, state, and local health and safety;
- (3) Federal and state public records;
- (4) Immunizations;
- (5) Possession of weapons on school grounds;
- (6) Background checks and fingerprinting of personnel;
- (7) Federal and state special education services;
- (8) Student due process;
- (9) Parental rights;
- (10) Federal and state student assessment and accountability;
- (11) Open meetings; and
- (12) At least the same equivalent time of instruction as required in regular public schools."

Except for waiver requests related to curriculum, textbooks, and instructional materials, as specified in item "[F](#)" of [Section 1.2 – Academic Focus and Performance](#), approval of a charter school application by an authorizer does not indicate the authorizer has granted a specific waiver. Sponsors must submit all waiver requests not related to curriculum, textbooks, and instructional materials, as specified in item "[F](#)" of [Section 1.2 – Academic Focus and Performance](#), to the authorizer separate from the Tennessee Charter Creation Application.

⁴Note: If the February 1 due date for charter applications falls on a Saturday, Sunday, or state observed holiday, the application materials shall be due on the next business day.

Overview of Application Parts and Sections

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Part 1

General Information

Part 1 - General Information

Cover Sheet

General Information

Name of Proposed Charter School			
Sponsor / Sponsoring Entity			
Proposed Authorizer			
Model or Focus of Proposed School <i>(i.e., STEAM, Montessori, Opportunity Charter, etc.)</i>			
Grade Structure <i>(i.e., K-5, 6-8, 9-12)</i>	Year 1	Year 5	At Capacity
Projected Enrollment	Year 1	Year 5	At Capacity
City, Neighborhood, and Community the School Intends to Serve			
Projected Opening School Year			

Primary Point of Contact

In the table below, identify the **primary point of contact (PPOC)** for your application, typically this is the person named in the Letter of Intent. The PPOC will handle all communications, scheduling, and notices related to the application and ensure timely dissemination of information to all involved parties. The PPOC's name will be public information.

Name	
Role	
Mailing Address	
Mailing Address Line 2	
City, State, Zip Code	
Primary Telephone	
Alternate Telephone	
Email Address	

Application Type

Applicants must choose the appropriate applicant category type using the descriptions provided in the table below. The selected category and responses to the history and intent questions will determine which portions of the *Tennessee Charter School Creation Application Requirements* document are applicable to the sponsor. Authorizers will verify the selected applicant category in accordance with [State Board Rule 0520-14-01-.01](#).

Application Category

Please select **ONE** box to indicate the category type for this application.

Category		Description
1	<input type="checkbox"/>	<p>First-time Charter Sponsor</p> <p>This category applies to sponsors that meet all the following criteria:</p> <ul style="list-style-type: none"> Sponsor that seeks to open no more than one (1) public charter school or opportunity charter school during this application cycle. Sponsor that has not previously operated, opened, or sponsored a charter school, charter network, or charter management organization in Tennessee or elsewhere in the United States.
2	<input type="checkbox"/>	<p>Multi-School or Established Sponsor</p> <p>This category applies to all sponsors that do not meet the criteria for Category 1.</p>

Sponsor & School Design Team

Provide information for the school's leader (if named) and all people who will serve on the school's design team; add lines as needed.

Full Name	Address	Current Job Title	Current Employer	Position with Proposed School

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 not already obtained, describe the steps that have been taken to obtain 501(c)(3) status:</i>	

Sponsor History and Intent

By answering the questions in this section, sponsors will provide an overview of their operational history and their intent to create a public charter school. Sponsors must answer each question below.

Question 1	
Has the sponsor or proposed charter management organization ⁵ ever operated, opened, or managed a charter school?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Question 2					
Does this sponsor have any pending charter school applications currently under consideration by any authorizer in the United States?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
<i>If yes, complete the table below; add lines as needed.</i>					
State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed Opening Year

Question 3		
Does the sponsor or proposed charter management organization currently operate a charter school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>If yes, complete the table below; add lines as needed.</i>		
Name of Charter School	City and State	Authorizer

Question 4		
Will the sponsor replicate ⁶ a currently authorized charter school in Tennessee?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>If yes, complete the table below; add lines as needed.</i>		
Name of Charter School that was Replicated	City and State	Authorizer

Question 5	
Is this sponsor submitting an application to more than one Tennessee authorizer or proposing to open more than one charter school during this application cycle?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>If yes, complete the table below; add lines as needed.</i>	

⁵ "Charter management organization" or "CMO" means a nonprofit entity that manages or operates two (2) or more public charter schools as defined in [T.C.A. § 49-13-104](#).
⁶ "Replication" means the creation of one (1) or more subsequent charter schools that utilize the same academic focus of an existing charter school operated by a sponsor or governing board.

Name of Proposed School	Submitted to Which Authorizer

Question 6	
Will the sponsor contract or partner with a charter management organization (CMO) to manage or operate the proposed school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>If yes, complete the table below; add lines as needed.</i>	
Name of Charter Management Organization	City and State

Question 7	
Is the sponsor proposing a new charter school with a change in academic focus ⁷ or grade structure from an existing Tennessee charter school they operate?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Question 8	
Is the sponsor proposing an Opportunity Public Charter School ⁸ ?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Question 9	
If proposing an Opportunity Public Charter School, will the school provide a residential program for enrolled students pursuant to Chapter 1066 of the Public Acts of 2024?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Question 10	
Will the proposed school serve any combination of elementary grades of kindergarten through grade five (K-5)?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Question 11	
Will the proposed school serve any combination of high school grades nine through twelve (9-12)?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Question 12	
Will the sponsor convert ⁹ a non-charter public school to a charter school?	<input type="checkbox"/> Yes <input type="checkbox"/> No

⁷ "Academic focus" means a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia pursuant to T.C.A. § 49-13-104 (1)

⁸ "Opportunity public charter school" means a public charter school serving any of the grades six through twelve (6-12) for which at least seventy-five percent (75%) of the students enrolled in the public charter school, at the time of enrollment, are at-risk students and that provides Instruction to students in a traditional classroom setting; or a residential program for enrolled students and provides instruction to such students in a traditional classroom setting, as defined in T.C.A. § 49-13-104 (13).

⁹ "Conversion public charter school" means a charter school established by the conversion of an existing non-charter public school into a charter school as defined in T.C.A. § 49-13-104

Assurances

As the authorized representative of the sponsor applying to open a charter school in Tennessee, 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

Title of Authorized Representative

Part 2

Application Narrative

Application Narrative

Sponsors must provide a narrative response for each applicable item within Part 2. To determine which sections and questions to answer, sponsors must reference the answers they provided in the [Sponsor History and Intent](#) section. If a sponsor does not answer all applicable questions, an authorizer may determine that the sponsor’s application is incomplete.

Throughout the application, the colored headlines below are used to delineate the questions sponsors must answer.

Required for All Sponsors

Required for Sponsors who indicated “Yes” to specific questions within the [Sponsor History and Intent](#) section.

Section 1

Academic Plan & Design

Section 1 – Academic Plan and Design

Section 1.1 - School Mission and Goals

Required for All Sponsors: Requirements a - d

- a. Provide a mission statement for the proposed charter school. At minimum, the mission statement should specify, in measurable terms, the school's objectives, the students it will serve, and the specific outcomes it aims to achieve. The school's mission statement will serve as the foundation for the entire application.
- b. Describe the goals for the proposed school for the first five (5) years of operation. Explain how these goals align with the purposes for charter schools found in [T.C.A. § 49-13-102\(a\)](#), the state's accountability systems, the authorizer's performance framework, and any priorities¹⁰ the authorizer sets.
- c. Describe the process for setting, monitoring, and revising goals. Detail how progress toward the goals is measured.
- d. Describe any innovative or unique features of the proposed school or education model, and detail how these unique features align with the mission of the school.

¹⁰ Pursuant to SBE Rule 0520-01-13-.01, in addition to the state charter school application, each local board of education may ask charter school sponsors to address additional priorities.

Section 1.2 - Academic Focus and Performance Standards

Required for All Sponsors: Requirements a - g

- a. Describe the academic focus¹¹ for the proposed school.
- b. Describe the academic plan¹² for the proposed school. Detail how the academic plan relates to the mission and goals of the proposed school.
- c. Detail key characteristics of the academic plan such as educational philosophy, instructional methods, and innovative teaching methods. Explain how the academic plan's characteristics support the school's mission, promote academic achievement, and align with Tennessee's academic standards.
- d. Provide evidence that demonstrates how the school's academic plan will improve student performance and close achievement gaps specifically for the school's target student population and students with diverse needs.
- e. Outline class sizes and structures for elementary, middle, and high school divisions, and note any significant differences among them.
- f. Provide an overview of the curriculum¹³ the school will offer. Detail how the proposed curriculum is well-suited for the targeted student population and aligned to Tennessee Academic Standards. Identify any gaps within the curriculum related to Tennessee's Academic Standards and how those gaps will be addressed. **Note: If an authorizer approves a charter application that includes textbooks and instructional materials not approved by the Tennessee State Board of Education pursuant to [T.C.A. § 49-6-2206](#), the approved application will serve as documentation of the authorizer's decision to waive the sponsor's requirement to use State Board-approved textbooks and instructional materials.**
- g. Outline the school's strategies to address academic underperformance. Include plans for Response to Instruction and Intervention (RTI²) that align with Tennessee guidelines pursuant to [SBE Rule 0520-01-03-03](#).

Required for Sponsors that indicated "yes" on [Sponsor History and Intent Question 7](#): Requirement h

- h. Describe any portions of the academic plan that will differ from the existing school's original

¹¹ "Academic focus" means a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia pursuant to [T.C.A. § 49-13-104 \(1\)](#)

¹² "Academic plan" means 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 pursuant to [T.C.A. § 49-13-104 \(2\)](#)

¹³ "Curriculum" means a list of courses available to students enrolled in the LEA, accompanied by a course description and a list of the materials that will be used to provide instruction for the course pursuant to [T.C.A. § 49-2-138](#)

application, the rationale for implementing these different features and any new resources they would require. If no key academic plan features will differ, please respond with N/A to this item.

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 8: Requirements i

- i. Explain how the school will incorporate literacy remediation instruction for students who attend an Opportunity Public Charter School.

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 10: Requirements j - k

- j. Describe how the school will ensure that 3rd, 4th, and 5th grade students receive tutoring, remediation, support, and/or summer school as required by [T.C.A. § 49-6-3115](#).
- k. Explain how the school will incorporate foundational literacy instruction in accordance with [T.C.A. § 49-1-905](#).

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 11: Requirements l - p

- l. Explain how the proposed school will meet Tennessee graduation requirements in accordance with [State Board Policy 2.103](#). Detail how students earn credits, how grade-point averages are calculated, the information included on transcripts, and elective courses offered. Describe any additional graduation requirements exceeding those mandated by the State.
- m. Describe how any additional graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., technical colleges, community colleges, military, or workforce).
- n. Outline the systems or structures the proposed school will use to support students at risk of dropping out and/or not meeting graduation requirements.
- o. Describe plans for incorporating early post-secondary (EPSO) and work-based learning (WBL) opportunities for students. Detail the funding sources for the school’s EPSO and WBL programming and describe the physical location these opportunities will be offered.
- p. Identify each type of high school diploma¹⁴ that will be offered at the proposed school.

¹⁴ Diploma types and requirements are established in SBE Rule 0520-01-03-.06 and SBE Policy 2.103.

Section 1.3 – Assessments

Pursuant to [T.C.A. § 49-13-111](#), public charter schools must administer state-mandated assessments. In addition to required state assessments, public charter schools utilize internal formative and summative assessments to track student progress throughout the year.

Required for All Sponsors: Requirements a - c

- a. Detail formative and/or summative assessments the school will utilize to determine the academic needs of individual students and student sub-groups. Explain how these assessments align with the school's academic plan and state standards. Detail the frequency and cadence of these assessments and identify the faculty and staff responsible for administering them.
- b. Describe the plan to collect and analyze academic data to ensure individual students make academic progress throughout the year. Explain how these plans will drive professional development for faculty and staff.
- c. Describe the training and support that school leadership and teachers will receive to analyze, interpret, and use performance data to improve instruction.

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 10: Requirement d

- d. Identify the universal reading screener the school will use in accordance with [T.C.A. § 49-1-905](#). Charter schools must select a universal reading screener from the list of nationally normed universal reading screeners identified by the Department and approved by the State Board pursuant to [State Board Policy 3.302](#).

Section 1.4 - School Calendar and Schedule

Pursuant to [T.C.A. § 49-6-3004](#), public charter schools must maintain a school term of no less than two hundred (200) days, including one hundred eighty (180) days for classroom instruction. Each instructional day must consist of the minimum requirements, pursuant to [T.C.A. § 49-6-3004](#), [T.C.A. § 49-6-201](#), and [SBE Rule 0520-01-02 \(1\)](#). Sponsors completing this application should review Tennessee Statute and SBE Rules to ensure that their proposed calendar meets the State's minimum requirements.

Required for All Sponsors: Requirements a - e

- a. Provide the annual academic calendar for the proposed school as **Attachment A**.
- b. Provide the proposed school's detailed daily schedule by grade as **Attachment B**. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.
- c. Explain why the academic calendar and schedule will be optimal for student learning. Summarize plans to provide time within the daily schedule for tiered interventions, enrichment, tutoring, and other academic activities.
- d. Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming the proposed school will offer. Detail when these activities will start, their frequency, and their funding sources.
- e. Describe any additional academic programs that the school will offer such as Saturday school, summer school, extra remediation, and student acceleration programs pursuant to [T.C.A. § 49-6-1503](#). For each program, provide the following:
 - State the duration and list the hours it will be available each week to identified students.
 - Detail the anticipated number of students and the method used to identify them.
 - State whether the program is mandatory for identified students.
 - Outline anticipated resources and staffing needs.

Section 1.5 - Recruitment and Enrollment

Required for All Sponsors: Requirements a - h

- a. Describe the community from which the proposed school intends to draw students. Include demographic profiles, existing schools within the community (including other charter schools in the area), and targeted zip codes. Discuss the academic performance and enrollment trends of these schools (e.g., TCAP, TVAAS, *Ready Graduate*, etc.).
- b. Describe the community's demand and need for the school and detail how this demand or need was identified. Describe how the proposed school's educational options differ from those available in the geographic region.
- c. Complete the provided templates for Enrollment Summary ([Table 1](#)) and Anticipated Demographics ([Table 2](#)). Describe the data, factors, and methodology used to determine initial enrollment projections. The information provided on these tables must match that provided on the operating budget template.
- d. Provide as **Attachment C** the proposed school's Enrollment Policy, which should include and align with the following:
 - Tentative dates related to the school's application period and enrollment deadlines and procedures;
 - Non-discriminatory admission policies, pursuant to [T.C.A. § 49-13-107](#);
 - Any proposed articulation agreements, pursuant to [T.C.A. § 49-13-113](#); and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.
- e. Explain how the school will receive and process enrollment applications and detail the school's plan to conduct an enrollment lottery if the number of applications exceeds the capacity of a program, class, grade level, or building. Enrollment lottery plans must align with [T.C.A. § 49-13-113](#), [T.C.A. §49-13-106](#), and [SBE Rule 0520-14-01-.04](#).
- f. Describe the plan to recruit students in the year prior to opening. Identify which staff position will oversee these student recruitment campaigns and detail any marketing strategies, targeted community organizations, activities, events, responsible parties, and timelines that will be integral to student recruitment.
- g. Describe student recruitment after the proposed school has opened. Detail how ongoing recruitment will differ from pre-opening recruitment.
- h. Describe how students will be given an equal opportunity to attend the proposed school.

Specifically describe any plans for outreach to economically disadvantaged¹⁵ families, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 1: Requirements i - j

- i. Describe how the student recruitment and enrollment practices, processes, and policies of the proposed school will differ from those at charter schools the sponsor operates or has operated.
- j. Detail the similarities and differences between the community of the proposed school and the communities served by other charter school(s) that the sponsor operates or has operated.

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 8: Requirements k

- k. Describe the plan to ensure that at-risk¹⁶ students constitute at least 75 percent of the school's enrolled student population. Detail how the school plans to verify a student's “at-risk” status upon enrollment.

Required for All Sponsors: Table 1

Table 1: Enrollment Summary

Student Enrollment Growth Over Years of Operation

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Full Capacity
Pre-K											
K											
1											
2											
3											
4											
5											
6											

¹⁵ “Economically disadvantaged” means, as defined in Tennessee’s Every Student Succeeds Act (ESSA) plan established pursuant to the federal Every Student Succeeds Act (20 U.S.C. § 6301 et seq.), a homeless, foster, runaway, or migrant student or a student eligible for free or reduced-price school meals or milk through the direct certification eligibility guidelines established pursuant to 42 U.S.C. §§ 1751-1769; pursuant to T.C.A. § 49-3-104.

¹⁶ The term “at-risk” is defined for public schools in [20 USC § 6472](#) and further defined for public charter schools by T.C.A. § 49-3-104 (3). Sponsors should ensure that they are using the correct definition when completing their application.

7											
8											
9											
10											
11											
12											

Required for All Sponsors: Table 2

Table 2: Anticipated Demographics <i>Note: These data are available from the TN State Report Card</i>	Estimated % within Proposed School	Current % within Nearest Public School Serving the Same Grade Band <i>(Applicable only if sponsor has identified a location for the proposed school)</i>
% of Economically Disadvantaged ¹⁷ Students		
% of Students with Disabilities ¹⁸		
% of English Learners ¹⁹		

Required for Sponsors that indicated "yes" on Sponsor History and Intent Question 8: Table 3

Table 3: Anticipated Demographics	Estimated % within Proposed School
% of At-Risk students ²⁰	

¹⁷ "Economically disadvantaged" means, as defined in Tennessee's Every Student Succeeds Act (ESSA) plan established pursuant to the federal Every Student Succeeds Act (20 U.S.C. § 6301 et seq.), a homeless, foster, runaway, or migrant student or a student eligible for free or reduced-price school meals or milk through the direct certification eligibility guidelines established pursuant to 42 U.S.C. §§ 1751-1769; pursuant to T.C.A. § 49-3-104

¹⁸ The term "child with a disability" is defined in 20 USC § 1401(3) and SBE Rule 0520-01-09-.02

¹⁹ The term "English Learner" is defined in 20 USC § 7801(20) and SBE Rule 0520-01-19-.01

²⁰ The term "at-risk" is defined for public schools in [20 USC § 6472](#) and further defined for public charter schools by T.C.A. § 49-3-104(3). Sponsors should ensure that they are using the correct definition when completing their application.

Section 1.6 - Parent and Community Engagement and Support

Required for All Sponsors: Requirements a - d

- a. Describe community feedback and parental interest regarding the proposed charter school. Explain how this feedback was collected and provide a rationale for its validity. Detail how this feedback was incorporated into the application.
- b. Describe planned strategies to engage parents and community members from school approval through its operation. Detail strategies to establish buy-in and interest from the community during the pre-opening period.
- c. Provide any of the following documents that show support from the proposed school's targeted community as **Attachment D**:
 - Outreach communications intended for the families of potential students.
 - Documentation of parental intent to enroll their children in the purposed school.
 - Memoranda of understanding that shows the community welcomes the proposed school, sees it as an attractive educational option, and believes it meets local needs and interests.
 - Letters of support from the local community that clearly express commitment to the proposed school and suggest that such support will ensure that the school will meet its enrollment goals. These letters may also confirm financial support or ongoing community engagement.
- d. Outline partnerships with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of these partnerships, including any fee-based or in-kind commitments to enhance student learning opportunities.

Section 1.7 - School Culture and Discipline

Required for All Sponsors: Requirements a - g

- a. Provide as **Attachment E** the Student Handbook and/or forms that will be provided to or required of students and families.
- b. Describe the desired school culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce the school's mission, goals, and objectives.
- c. Describe the plan to create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for integrating students who enter mid-year.
- d. Explain how the school culture will embrace special populations such as students with disabilities, English Learners, and those at risk of academic failure or dropping out.
- e. Provide the school's proposed student discipline policy as **Attachment F**. The proposed policy must comply with any applicable state laws and regulations.
- f. If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:
 - Practices the school will use to promote good 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 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;
 - Identify the staff position responsible for carrying out the school's discipline policies and provide a brief job description of the position; and
 - How students and parents will be informed of the school's discipline policy.
- g. Detail any goals related to student attendance and describe the plan to collaborate with families and the community to address and combat chronic absenteeism.

Section 1.8 - Special Populations

Required for All Sponsors: Requirements a - h

- a. Describe the school leadership team's experience supporting students with disabilities²¹, English learners²², at-risk students²³, and intellectually gifted students²⁴. Explain the plan to ensure the school is appropriately staffed to meet these student groups' needs.
9. Describe the process and methods by which the school will properly identify students with disabilities in compliance with [Title 49, Chapter 10, of the Tennessee Code, Part B of the Individuals with Disabilities Education Act](#), and [Section 504 of the Rehabilitation Act of 1973](#);
- b. Explain how the school will offer a continuum of services, ensure appropriate access to the general education program, and support academic success for students with disabilities and students with low incident²⁵ disabilities. Describe specifically how the school plans to integrate special education services into the school's daily schedule.
- c. Explain the school's plan to monitor and evaluate the progress and success of students with disabilities. Detail how this plan coordinates with the authorizer's monitoring and evaluation plans.
- d. If serving high school grades, describe how the school will determine which diploma type is appropriate for individual students with a disability. Detail how the school will ensure that students with a disability are not precluded from earning a traditional high school diploma.
- e. Describe the process and methods for identifying English learners (EL) in compliance with [SBE Rule 0520-01-19-.03](#). Describe the plan to ensure the school is appropriately staffed to maintain Individualized Learning Plans (ILPs) and support EL students' academic success. Detail the plan to monitor and track the ratio of ESL-licensed staff to maintain one licensed ESL teacher for every 35 EL students.
- f. Describe the plan to ensure EL students receive supports as outlined in their ILPs and these supports are integrated into the school's daily schedule. Detail the process and methods for monitoring and evaluating EL students' progress toward completing the EL program.
- g. Describe the process and methods by which the school will appropriately identify at-risk students²⁶ and specify how academic and behavioral data will aid in this identification. Describe the plan to monitor academic progress and address the learning needs of at-risk students. Detail the programs, strategies, and supports the school will use to ensure the success of at-risk students.
- h. Describe the plan and procedures to identify intellectually gifted students. Detail the use of research-based instructional programs, practices, strategies, and opportunities to meet these students' academic needs. Explain how the school will monitor and evaluate the progress and success of intellectually gifted students.

21 The term "child with a disability" is defined in 20 USC § 1401(3) and SBE Rule 0520-01-09-.02

22 The term "English Learner" is defined in 20 USC § 7801(20) and SBE Rule 0520-01-19-.01

23 The term "at-risk" is defined for public schools in [20 USC § 6472](#) and further defined for public charter schools by T.C.A. § 49-3-104(3). Sponsors should ensure that they are using the correct definition when completing their application.

24 The term "intellectually gifted" is defined in SBE Rule 0520-01-09-.03

25 The term "Low incidence disability" is defined in 20 USC § 1462(c)

26 The term "at-risk" is defined for public schools in [20 USC § 6472](#) and further defined for public charter schools by T.C.A. § 49-3-104 (3). Sponsors should ensure that they are using the correct definition when completing their application.

Section 1.9 - Conversion Charter School Planning

Required for Sponsors that indicated "yes" on Sponsor History and Intent Question 12: Requirements a - e

- a. Describe the sponsor's experience with conversion and turnaround of underperforming public schools, and detail how these changes affected student success within these schools. Describe how the sponsor achieved these results and address any challenges. If the sponsor lacks this experience, provide evidence and a rationale that details the sponsor's ability to successfully transform a struggling school.
- b. Outline how the sponsor will engage the local neighborhood, community, and student population before school conversion.
- c. Describe specific ways that the sponsor will transform the existing school culture. Describe the process for determining which parts of the existing culture to keep, change, or add. Explain how the sponsor will create a new identity that respects and reinforces the school's history and role in the community.
- d. If proposing a phase-in conversion approach, describe how the proposed school will share physical space and resources with the existing school. Outline essential elements needed for successful co-habitation. Describe measures to minimize disruptions if the LEA transitions students out earlier than planned.
- e. If proposing a full school take-over conversion approach, describe the transition plan and communication strategies with existing staff. Identify additional teaching and non-teaching personnel required to ensure student success.

Section 2

Operations Plan & Capacity

Section 2 – Operations Plan and Capacity

Section 2.1 – Governance

Required for All Sponsors: Requirements a - g

- a. Describe the composition and size of the governing board and board committees. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the proposed school will be an educational and operational success.
- b. Explain how the board will evaluate the success of the school, the school leader, and its own performance.
- c. Describe how the board will develop over time. Explain plans for recruiting board members with identified skills and addressing board member attrition.
- d. Describe the training or orientation new board members will receive. Detail the ongoing development will existing board members receive. Note that [T.C.A. § 49-13-111\(o\)](#) requires all annual board training to be approved by the State Board of Education; documentation of this training must be provided to the authorizer.
- e. Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.
- f. List all current and identified board members and their areas of focus or expertise in [Table 4: Board Members](#). Add rows as needed.
- g. Provide the following documents as attachments:
 - Articles of Incorporation as **Attachment G**
 - Proof of non-profit and tax-exempt status as **Attachment H**
 - By-laws as **Attachment I**
 - Board Member Code of Conduct as **Attachment J**
 - Conflict of Interest Policy as **Attachment K**
 - Board member resumes or biographies as **Attachment L**
 - Board policies (including frequency of meetings, open meetings, and open records) as **Attachment M**

Section 2.2 – Facilities

Required for All Sponsors: Requirements a - h

- a. Describe the facility needs for the proposed school based on its academic focus, academic plan, and projected enrollment. List requirements such as 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.
- b. Explain how the above-described facility and tenant improvement costs were determined and describe how the improvements are included in the proposed school's operating budget.
- c. Describe the board or school leadership team's experience in facility acquisition, management, and renovation/construction management. Detail which members of the school's board and leadership team will manage the facility acquisition process.
- d. Describe the process and timeline for identifying and securing a facility, including any brokers or real estate consultants employed to assist in finding a facility. Include a contingency plan for alternative facilities if the primary location becomes unavailable or acquisition is unsuccessful.
- e. Describe the plan to ensure that the selected facility meets all necessary compliance and regulatory requirements. Provide a detailed explanation of how the facility complies with the Americans with Disabilities Act (ADA), all applicable city planning review procedures, and all health and safety requirements as required by [T.C.A. § 49-13-107](#). Outline any necessary facility changes that support the school's academic plan, projected enrollment, ADA compliance, and regulations outlined in [SBE 0520-01-04.01](#). Include all associated costs in the operating budget template in section 3.1.
- f. Describe the plan to comply with county and/or municipal building code requirements related to storm shelters.
- g. Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.
- h. List the properties considered for the proposed school. If under a non-disclosure agreement, provide the general location. If no suitable property has been identified, describe the steps taken to confirm suitable facilities within the proposed geographic area.

Required for Sponsors that indicated "yes" on Sponsor History and Intent Question 9: Requirements i - j

- i. Provide a detailed plan for the construction, development, or purchase of residential facilities. Include copies of all required permits, certificates, or other documentation.
- j. Describe the plan to ensure the health and safety of students in the proposed residential facilities. Outline safety protocols, staffing plans for residential supervision, and emergency response plans.

Section 2.3 – Start-up Plan

Required for All Sponsors: Requirements a - b

- a. Provide a detailed timeline that outlines the specific tasks the school's governing body and leadership must accomplish to ensure the school starts on time. Include key areas such as staffing, student recruitment, and facilities changes, along with deadlines and specific milestones that must be achieved in each area to meet the opening date. Additionally, identify the individuals responsible for each task and specify their compensation amounts. Sponsors must ensure the revenues and expenditures for "Year 0" align with the Operating Budget Template in [section 3.1](#).
- b. Describe any anticipated challenges during the start-up plan implementation and the strategies to address these challenges to ensure the school opens on time.

Section 2.4 - Personnel / Human Capital

Required for All Sponsors: Requirements a - i

- a. Describe the school's leadership structure. Attach the organizational chart for Year 1 as **Attachment N** and the organizational chart at full capacity as **Attachment O**. The organizational charts should clearly delineate the board, administration, 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. Describe the process and timeline for hiring the school leader, and outline the skills, qualifications, and characteristics the sponsor will seek in a leader. Detail who will lead the hiring process and serve as the decision-maker in the hiring. If the leader has already been identified, attach the leader's resume as **Attachment P**.
- c. Describe the responsibilities of the school's principal or head of school. Detail plans to support and develop this person, and identify the state-approved administrator evaluation model by which this individual will be evaluated pursuant to [SBE Rule 0520-02-01](#) and [State Board Policy 5.201](#).
- d. Explain the plan and timeline to recruit and hire additional key staff, including, but not limited to, operational staff, administrators, and teachers. Identify the leader and decision-maker of this process, and list hiring selection criteria, required experience, and special considerations relevant to the school's design.
- e. Describe how recruiting and hiring practices will ensure that the school's leadership team and staff reflect the diversity of the student body and surrounding community.
- f. Explain how the school will ensure teachers are licensed and endorsed in their content areas, as required in [SBE Rule 0520-02-03-.01](#), and identify the staff member responsible for overseeing licensure compliance.
- g. Describe the policies and procedures for staff evaluation and providing feedback and identify the school's state-approved evaluation model for teachers, as required by [SBE Rule 0520-02-01](#) and [State Board Policy 5.201](#).
- h. Explain the school's strategy to retain high-performing teachers. Outline the school's proposed salary ranges, employment benefits, and any incentive structures. Compare the salary ranges to the resident district and explain how they are sufficient to recruit teachers.
- i. Complete [Table 5: Staffing FTE²⁷ Counts](#) with staffing projections. Modify or include additional positions to accommodate different school models.

²⁷ "Full Time Equivalent" (FTE) in this context means the total number of full-time staff, with part-time staff counted as fractions based on their hours worked.

Required for All Sponsors: Table 5

Table 5: Staffing FTE Counts

NOTE: All positions are not required and/or may not apply to a charter school.

Position	Year of Operation					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal(s)						
Supervisor / Director						
Internal Audit Personnel						
Classroom Teachers (core subjects)						
Classroom Teachers (electives, world languages)						
Special Education Teachers						
English as a Second Language (ESL) Teachers						
Other Teachers						
Accountants/Bookkeepers						
Computer Programmer(s)						
Data Processing Personnel						
Purchasing Personnel						
Counseling Personnel						
Psychological Personnel						
Homebound Teachers						
Librarian(s)						
Social Workers						
Medical Personnel						
Material Supervisor(s)						
Assessment Personnel						
Audiovisual Personnel						
Education Media Personnel						
Instructional Computer Personnel						
Assistant Principal(s)						
Mechanic(s)						
Bus Drivers						
Guards						
Secretary(s)						
Clerical Personnel						
Educational Assistants						
Attendants						
Cafeteria Personnel						
Custodial Personnel						
Maintenance Personnel						
Part-time Personnel						
School Resource Officer						
Speech Pathologist						
Certified Substitute Teachers						
Non-certified Substitute Teachers						
Total FTEs						

Section 2.5 - Professional Development

Required for All Sponsors: Requirements a - e

- a. Describe the expected number of days and hours for professional development throughout the school year and explain how the proposed 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. Describe the core components of a professional development plan and detail how those components will support effective implementation of the academic plan. Address the areas of special education and English learners, including implementation of individualized educational plans (IEPs) and individualized learning plans (ILPs), discipline of students with disabilities, and communication with EL families.
- c. Provide an overview of professional development (PD) that will take place prior to and during the first year of operation. Detail how the school's leadership will determine needed PD.
- d. Describe how faculty and staff who are hired mid-year will receive orientation training relative to the charter school's academic plan.
- e. Describe the plan to provide professional development for school leadership. Detail how the plan will ensure that current and future leadership will have access to the knowledge needed to effectively manage and lead the school.

Section 2.6 – Transportation

Required for All Sponsors: Requirements a - g

- a. Describe the plan to provide daily transportation to students, if applicable.
- b. Describe the plan to provide applicable transportation services related to extracurricular activities, field trips, summer camps, post-secondary visits, work-based learning etc. Detail the budgetary impact and assumptions related to transportation services.
- c. Describe the plan to provide transportation to students whose individualized education plan (IEP) requires transportation to ensure the student receives a free and appropriate public education (FAPE) pursuant to 34 CFR §300.34(c).
- d. Describe how the transportation vendor will be selected or, in the alternative, how the proposed school will provide transportation.
- e. Detail whether the proposed school will provide its own transportation services, contract out for transportation, request that a district provide transportation, or a combination thereof. Describe the plan to provide oversight of transportation services and identify who on the school's staff will provide this daily oversight.
- f. Explain how the proposed school will ensure compliance with all federal and state transportation laws and regulations, including, but not limited to, [T.C.A. § 49-6-2101 - 2119](#) and [SBE Rule 0520-01-05](#).
- g. If the school will not provide daily transportation services to and from school, describe how students will get to and from school and how the school will address any transportation barriers for student attendance.

Section 2.7 - Additional Operations

Required for All Sponsors: Requirements a - I

Insurance:

State law²⁸ requires that charter schools have appropriate insurance coverage. Sponsors should check with their district to determine the necessary coverage amounts. As **Attachment Q**, provide the following:

- a. A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to [T.C.A. § 49-13-111\(n\)](#), and sexual abuse.
- b. A letter of 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 Tennessee Department of Education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to [T.C.A. § 49-13-107\(b\)\(19\)](#).

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

Food Service Plan:

- c. Describe the plan to offer food service to the students. Within the proposal, detail how the proposed school will offer food service to students, as well as how the school will comply with applicable district, state, and federal guidelines and regulations related to food services.
- d. Describe how the school food service plans meet the needs of low-income students.
- e. Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.

Technology:

- f. List the technology required to meet the academic and operational needs of the proposed school.
- g. List technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.
- h. Describe how the proposed school will ensure student access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the operating budget template and narrative.

School health and nursing services: ²⁹

- i. Describe the plan for compliance with the Coordinated School Health Program, including any plans to hire or contract with a school nurse.
- j. Identify who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.

Safety and security:

- k. Describe the plan for ensuring the safety and security of students, staff, guests, and property. Identify the person or position responsible for school safety operations.
- l. Describe the process and timeline for creating the school's emergency operations plan³⁰.

²⁸ Pursuant to [T.C.A. § 49-13-107](#)

²⁹ Pursuant to [T.C.A. § 49-1-1002](#)

³⁰ Each school facility and school district are required to have a comprehensive emergency operations plan developed in collaboration with local emergency response agencies. These plans should be based on natural, technological, and human-caused hazards identified within the community ([school district](#) and [school facility EOP templates](#) are available).

Section 2.8 - Charter Management Organization

Required for Sponsors that indicated "yes" on [Sponsor History and Intent Question 6](#): Requirements a - g

- a. Provide the Charter Management Organization's³¹ (CMO) name, and present evidence of its success in educational and managerial areas.
- b. Describe the scope of specific resources, service, or set of services that the CMO will provide for the school to support operation and/or management.
- c. Describe the selection process and criteria used to choose the CMO.
- d. Describe the division of roles and responsibilities between the board and the CMO. Disclose and explain any existing or potential conflicts of interest between the board and CMO, and detail how conflicts of interest will be checked.
- e. Detail conditions for the renewal or termination of the CMO agreement, and detail deliverables, goals, and benchmarks to measure the CMO's performance.
- f. Detail any monetary obligations of the CMO agreement.
- g. As **Attachment R**, include a copy of the CMO agreement³². The agreement should set 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.

³¹ "Charter management organization" or "CMO" means a nonprofit entity that manages or operates two (2) or more public charter schools. [T.C.A. § 49-13-104](#)

³² If a the CMO agreement is not finalized, provide a draft of the CMO agreement for review.

Section 2.9 – Network Vision, Growth Plan & Capacity

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 3 or 5; Requirements a - c

- a. Describe the network’s³³ 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.
 - If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.
- b. Describe the organization’s capacity to open and simultaneously operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Detail specific timelines for building or deploying organizational capacity to support the proposed schools.
- c. 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.

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 1; Requirements d - f

- d. As **Attachment S**, provide the network’s most recent Annual Progress Report³⁴.
- e. If applicable, list any charter schools sponsored, operated, or managed by the network and/or sponsor that failed to open or were closed, revoked, or non-renewed. Explain why each school failed to open or remain open and how the network will ensure the success of new charter schools.
- f. If applicable, detail any current or past litigation and the resolution thereof related to charter schools sponsored, operated, or managed by the network and/or sponsor.

³³ For purposes of this section, “Charter Network” means a nonprofit entity that is applying to open and operate two (2) or more public charter schools, as stated in T.C.A. § 49-13-104

³⁴ T.C.A. § 49-13-120 requires each charter school to annually report to the chartering authority and the commissioner on the progress toward achieving the goals outlined in its charter.

Section 2.10 – Network Governance

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 3: Requirements a - i

- a. Specify whether each school or campus will have an independent governing board, or if a single network-level board will govern multiple schools.

***Note: The following items in this section are required only if the school(s) will be governed by a network-level board.**

- b. Describe the governance structure at the network level and how relevant information related to each individual school is communicated to the network board.
- c. Describe the size and composition (current and desired) of the board. Explain how the proposed governance structure and composition will help ensure active and effective representation of key stakeholders.
- d. Discuss the powers and duties of the board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.
- e. Explain how this governance structure and composition will help ensure that the proposed school will be an educational and operational success, and the board can effectively evaluate the success of the proposed school and leader.
- f. Describe the plan to ensure information relative to each school’s academic, operational, and fiscal performance will be communicated to the network’s board.
- g. Explain how the network’s board balances the interests of the network and individual schools.
- h. Detail the network’s plan to have a parent from one of the network’s Tennessee schools on the governing body or the plan to have an advisory council at each school pursuant to [T.C.A. § 49-13-109](#).
- i. Will the same existing non-profit board hold the charter, or will a new board be formed?
 - If an existing network board will govern the proposed schools:
 - 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 is formed:
 - Describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities).
 - If available, include the by-laws of the new governing board.

Section 2.11 – Network Management and Personnel

Required for Sponsors that indicated “yes” on [Sponsor History and Intent Question 3](#): Requirements a - e

- a. Identify the network’s leadership team and their specific roles and responsibilities.
- b. Provide the organizational charts for Year 1 network as a whole (including both network management and schools within the network) as **Attachment T** and Year 5 network as a whole as **Attachment U**.
 - The network organization charts should clearly delineate the roles and reporting structure of 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 proposed school intends to contract with a CMO, clearly show the CMO's role in the organizational structure of the proposed school.
- c. Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals. Describe how the proposed school will measure successful delivery of these services.
- d. Using [Table 6: Decision Making Responsibilities](#), identify school- and network-level decision-making responsibilities as they relate to key functions.
- e. Complete the following tables listed below, indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support staff that serve the network 50% or more of their time. 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. Add rows, as necessary.
 - [Table 7: School Projections](#)
 - [Table 8: Management Organization Staff Projections](#)
 - [Table 9: School Staff Projections](#)

Table 6: Decision Making Responsibilities

Function	Decision Maker	
	Network Responsibility	School Responsibility
Performance Goals		
Curriculum		
Professional Development		
Data Management		
Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
Human Resources Services (payroll, benefits, etc.)		
Development / Fundraising		
Community Relations		
Information Technology		
Facilities Management		
Vendor Management / Procurement		
Other Operational Services, if applicable		

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 3: Table 7

Totals	Year of Operation					
	Prior to Opening	1 st	2 nd	3 rd	4 th	5 th
Number of elementary schools ³⁵						
Number of middle schools ³⁶						
Number of high schools ³⁷						
Total number of schools						
Total projected student enrollment						

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 3: Table 8

Position	Year of Operation					
	Prior to Opening	1 st	2 nd	3 rd	4 th	5 th
Leadership [specify]						
Leadership [specify]						
Leadership [specify]						
Leadership [specify]						
Leadership [specify]						
Leadership [specify]						
Leadership [specify]						
Support Role [specify]						
Support Role [specify]						
Support Role [specify]						
Support Role [specify]						
Support Role [specify]						
Support Role [specify]						
Support Role [specify]						
Total projected FTEs at CMO						

³⁵ Pursuant to [T.C.A. § 49-6-301](#), “Elementary schools” are schools serving any combination of kindergarten through grade six (K-6). For purposes of federal funding, “elementary schools” are schools serving any combination of pre-kindergarten through grade six (pre-K-6).

³⁶ Pursuant to [T.C.A. § 49-6-301](#), “Middle schools” are schools designed to serve grades five through eight (5-8) only, or any combination of grades five through eight (5-8).

³⁷ Pursuant to [T.C.A. § 49-6-401](#), “Senior high schools” are schools in which are taught any combination of grades corresponding to grade nine through grade twelve (9-12); however, the school must include grade twelve (12).

Table 9: School Staff Projections

NOTE: All positions are not required and/or may not apply to a charter school.

Position	Year of Operation					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal(s)						
Supervisor / Director						
Internal Audit Personnel						
Classroom Teachers (core subjects)						
Classroom Teachers (electives, world languages)						
Special Education Teachers						
English as a Second Language (ESL) Teachers						
Other Teachers						
Accountants/Bookkeepers						
Computer Programmer(s)						
Data Processing Personnel						
Purchasing Personnel						
Counseling Personnel						
Psychological Personnel						
Homebound Teachers						
Librarian(s)						
Social Workers						
Medical Personnel						
Material Supervisor(s)						
Assessment Personnel						
Audiovisual Personnel						
Education Media Personnel						
Instructional Computer Personnel						
Assistant Principal(s)						
Mechanic(s)						
Bus Drivers						
Guards						
Secretary(s)						
Clerical Personnel						
Educational Assistants						
Attendants						
Cafeteria Personnel						
Custodial Personnel						
Maintenance Personnel						
Part-time Personnel						
School Resource Officer						
Speech Pathologist						
Certified Substitute Teachers						
Non-certified Substitute Teachers						
Total FTEs						

Section 2.12 – School Replication

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 4: Requirements a -d

- a. Provide a written statement affirming that the school that the sponsor is applying to replicate aligns with the following:
 - Is in compliance with all local, state, and federal laws.
 - Is in good standing with its existing charter agreement.
 - Is in at least year two (2) of operation.
 - Will have no material change in focus or grade structure from the existing school seeking replication.
- b. Describe the sponsor’s capacity to open and simultaneously operate high quality schools in Tennessee. Detail the plan to ensure there are sufficient resources and means to support multiple schools operating in Tennessee. Provide any timelines by which the sponsor will add or repurpose resources to ensure the success of both new and existing schools.
- c. If applicable, explain any past charter replication efforts and detail the results. Explain lessons learned during the process and how the sponsor addressed any challenges. Identify risks and challenges that may impact the sponsor’s desired outcomes in Tennessee over the next five years. Explain how these challenges and risks will be addressed.
- d. As **Attachment V**, include the original application previously approved and authorized for the school being replicated.

Section 3

Financial Plan & Capacity

Section 3 – Financial Plan and Capacity

Section 3.1 – Operating Budget

Required for All Sponsors: Attachment W

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. Sponsors must submit the Operating Budget Template as **Attachment W**. Sponsors can access this template from the department's [charter schools webpage](#). Within this template, sponsors will provide detailed data for anticipated revenues, expenditures, and assumptions related to student enrollment and staffing counts.

Sponsors must include, at minimum, the following information within the operating budget template:

- a. All anticipated revenues and expenditures for years 0-5 of the school's operation.
- b. Anticipated budgetary assumptions for the following:
 - Student enrollment counts for years 1-5 of the school's operation;
 - Staff FTE counts for years 0-5 of the school's operation;
 - All anticipated funding sources³⁸, including state and local funding, secured grants, philanthropy, and fundraising; and
 - All relevant expenditures, expenses, and assumptions for each of the following expenditure/expense classification categories: Personal Services, Employee Benefits, Contracted Services, Supplies and Materials, Other Charges, Debt Service, Capital Outlay.

³⁸ 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 – Operating Budget Narrative

Required for All Sponsors: Requirements a - m

As **Attachment X**, include an operating budget narrative that provides detailed descriptions of budget assumptions and revenue and expenditure projections aligned with the school's projected growth over time. Sponsors must base the school's preliminary operating budget on per pupil allocation assumptions noted in the budget workbook.

Within the operating budget narrative include the following:

- a. Explain how the operating budget is adequate to support full implementation of the school model and academic plan. Within the explanation, detail the minimum number of students that the school must enroll to sustainably operate and articulate the impact that the minimum enrollment would have on the budget.
- b. Outline all revenue assumptions and explain specifically how these assumptions were determined. If the operating budget includes grants, fundraising, or philanthropic revenue, provide a detailed explanation for how the revenue amounts were determined, and whether the funds have been awarded or are estimates. If the funds have not been awarded, the narrative should disclose where they are in the process, the timing of when these funds will be awarded, and a contingency plan should the funds not be realized.
- c. If applicable, list all donations of private funding, including, but not limited to, gifts received from foreign governments, foreign legal entities and, when reasonably known, domestic entities affiliated with either foreign governments or foreign legal entities.
- d. 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 already secured and which are anticipated. Include evidence of firm commitments where applicable.
- e. Provide an explanation of the methodology used to determine the anticipated expenditures included in [Section 3.1](#) of this application.
- f. Explain how one or more high-needs students with disabilities may affect the operating budget and your plan to meet student needs that might be more than anticipated.
- g. Describe the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any policies on financial controls.
- h. Describe how the proposed school will provide an independent annual audit and comply with other federal or state accounting and/or reporting requirements.
- i. Describe the different financial roles and responsibilities of the proposed school's administration and governing board.
- j. If applicable, describe the plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc. Detail how the financial leadership will select and oversee the contractors.
- k. Describe the level of financial expertise of the proposed school's internal and external team members.
- l. Describe the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.
- m. Detail the cash flow contingency plan if revenue projections are not met or expenditures exceed anticipated amounts. The plan should include an explanation of sources, including financing terms, if the contingency plan includes loans, commitments, funds from an outside donor, or an alternative funding source.

Section 3.3 – Network Financial Plan

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 3: Requirements a - c

- a. Describe the fiscal health of other schools in your network. Disclose any school(s) that have been subject to financial enforcement action, including but not limited to corrective action via an audit, fiscal probation, in default on a financial commitment, or in bankruptcy. Explain the circumstances around these schools.
- 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 Y**, a detailed budget for the network. Where applicable, reference the school-level budgets provided within this application.

The sponsor’s network budget must detail:

- Costs related to back-office services;
- Costs related to the network’s facilities plan;
- All revenue assumptions for funding sources including but not limited to state, local, federal, grants, and philanthropy;
- All anticipated network expenditures including but not limited to:
 - 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
 - Other network expenditures.

Section 4

Portfolio Review & Performance Record

Section 4 is required only for category 2 sponsors.

Section 4 - Portfolio Review & Performance Record

Section 4.1 – School Portfolio Summary

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 1: Attachment Z

The sponsor must complete the portfolio and performance template available on the [department's webpage](#), and include the completed template as **Attachment Z**. The information within the portfolio and performance template must include all schools currently or previously operated and/or managed by the sponsor, governing body, network, and/or charter management organization.

Data within the portfolio and performance template 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 and school status
 - Operating years
 - Address including city, state / territory
 - Grades served in most recent year of operation
 - Total student enrollment of most recent year of operation
 - State or federal designations for the last 5 years (i.e., priority, reward, CSI, TSI, ATSI, etc.)
 - Graduation rate for prior year
 - Percentages of enrolled students by student group
 - School contact information
 - Authorizer contact information

Section 4.2 – Academic Performance Record

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 1: Requirements a - h

Student Achievement and Growth:

- a. Provide evidence showing that the schools operated by the sponsor and/or contracted charter management organization have successfully improved students' academic achievement and growth.
- b. Use the *State Performance* sheet within the Portfolio and Performance Template (**Attachment Z**) to provide ELA, Math, Algebra I/II, Geometry, Integrated Math I/II/III, and English I/II achievement and growth data for each school operated by the sponsor and/or contracted charter management organization for the past five (5) years. Include data for the following student groups: All Students, Black/Hispanic/Native American, Economically Disadvantaged, English Learners (Transitional 1-4), Students with Disabilities, and Super Subgroup.
- c. For grade levels not assessed under Tennessee's accountability system, use the *Internal Performance* sheet within the Portfolio and Performance Template (**Attachment Z**) to provide results from nationally normed internal assessments for the last five (5) years. Include assessment results for each applicable grade and the student groups listed in *question b* within this section.

Educational Programming:

- d. Describe the successes and challenges related to academic performance for all schools that the sponsor and/or contracted charter management organization currently operate or previously operated.

School Performance:

- e. Select one or more constantly high-performing schools operated by the sponsor and/or contracted charter management organization and describe why these schools are successful. Detail the specific academic outcomes that classify these schools as successful and discuss the primary causes for their success. Detail any notable challenges that the schools have overcome to achieve these results.
- f. Describe ways in which high-performing schools have informed or affected how other schools within the sponsor's portfolio operate. Explain how the effective practice, structure, or strategy was identified and how it was implemented elsewhere.
- g. Select one or more underperforming schools operated by the sponsor and/or contracted charter management organization and describe why these schools struggle to be as successful as other schools. Detail the specific academic outcomes that classify these schools as underperforming and discuss the primary causes for their underperformance.
- h. Explain the strategies used to correct underperformance and detail the goals and benchmarks set to ensure underperforming schools improve. Include specific interventions, support systems, and methods for tracking progress.

Section 4.3 – Fiscal and Operational Performance Record

Required for Sponsors that indicated “yes” on Sponsor History and Intent Question 1: Requirements a - f

Authorizer Evaluations:

- a. Provide the following attachments for the last two years of operation for each school that the sponsor and/or contracted charter management organization operates. These items should be official documents from the school’s authorizer or a third-party evaluator:
 - **Attachment AA:** Performance and/or Evaluation Reports
 - **Attachment BB:** Renewal and/or Interim Reports
 - **Attachment CC:** Annual Reports

Termination of Contracts:

- b. 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:

- c. List all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated, and explain what caused these actions.
- d. 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:

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

Financial Statements:

- f. Provide the following as **Attachment EE** for each school currently operated by the sponsor and/or contracted charter management organization:
 - 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 3

Attachment Schedule

Part 3: Attachment Schedule

Sponsors must include all applicable attachments as outlined in the following tables. To determine which attachments to include, sponsors must reference the answers they provided in the [Application Category](#) and [Sponsor History and Intent](#) sections. If a sponsor does not provide all applicable attachments, an authorizer may determine that the sponsor’s application is incomplete.

Attachment	Section	Description	Requirement Notes	
A	1.4	Annual Academic Calendar	<i>Required for all sponsors</i>	
B	1.4	Daily Schedule		
C	1.5	Enrollment Policy		
D	1.6	Letters of Support		
E	1.7	Student Handbook and Required Forms		
F	1.7	Student Discipline Policy		
G	2.1	Articles of Incorporation		
H	2.1	Proof of Non-Profit and Tax-Exempt Status		
I	2.1	By-laws		
J	2.1	Board Member Code of Conduct		
K	2.1	Conflict of Interest Policy		
L	2.1	Board Member Resumes or Biographies		
M	2.1	Board Policies		
N	2.4	Organizational Chart: Year 1		
O	2.4	Organizational Chart: Full Capacity		
P	2.4	School Leader Resume (<i>if hired</i>)		
Q	2.7	Insurance Coverage		
R	2.8	CMO Agreement		<i>Required if indicated “yes” on Sponsor History and Intent Question 6.</i>
S	2.9	Network Annual Progress Report		<i>Required if indicated “yes” on Sponsor History and Intent Question 3.</i>
T	2.11	Organizational Chart: Year 1		
U	2.11	Organizational Chart: Year 5		
V	2.12	Previously Approved and Authorized Application for School Being Replicated	<i>Required if indicated “yes” on Sponsor History and Intent Question 4.</i>	
W	3.1	Operating Budget Template	<i>Required for all sponsors.</i>	
X	3.2	Operating Budget Narrative		

Y	3.3	Network Financial Plan	<i>Required if indicated "yes" on Sponsor History and Intent Question 3.</i>
Z	4.1	Portfolio and Performance Template	<i>Required if indicated "yes" on Sponsor History and Intent Question 1.</i>
	4.2		
	4.2		
AA	4.3	Performance and Evaluation Reports	
BB	4.3	Renewal and Interim Reports	
CC	4.3	Annual Reports	
DD	4.3	Litigation Documents	
EE	4.3	Audited Financial Statements	

Part 4

Application Completeness Checklist

Part 4: Application Completeness Checklists

Sponsors should refer to this section to ensure that they meet all submission requirements. Once a sponsor submits a Charter School Application, authorizers will review the submitted application documents and determine if the application is complete. If the authorizer determines that the application is incomplete, they must notify sponsors within 5 business days of the determination.³⁹ Sponsors may address any deficiencies and re-submit the application within five (5) business days after the notification from the authorizer that the application is incomplete.⁴⁰

Sponsors must comply with the following guidelines to complete this application:

- For specific items and questions in the application narrative not applicable to the proposed school, sponsors must state why the item or question does not apply (e.g., an elementary school will not offer dual credit).
- Sponsors 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 intended to ensure that the charter school proposal, as presented, complies with certain statutes and regulations, and includes all required narrative sections and attachments.

³⁹ [Pursuant to SBE Rule 0520-14-01-.01\(1\)\(i\)](#)

⁴⁰ [Pursuant to SBE Rule 0520-14-01-.01\(1\)\(i\)2.](#)

Completeness Checklists

Sponsors may use the following completeness checklists to determine if they have met all narrative and attachment requirements. Items in the tables are labeled to indicate if the item is required for all sponsors or required by sponsors who answered “yes” to specific questions within the Sponsor History and Intent section of this document.

Required for All Sponsors

General Information	
Cover Sheet	<input type="checkbox"/>
Sponsor History and Intent	<input type="checkbox"/>
Assurances	<input type="checkbox"/>

1.1 – Academic Plan and Design	
Narrative	<input type="checkbox"/>

1.2 – Academic Focus and Performance Standards	
Narrative	<input type="checkbox"/>

1.3 - Assessments	
Narrative	<input type="checkbox"/>

1.4 – School Calendar and Schedule	
Narrative	<input type="checkbox"/>
Attachment A	<input type="checkbox"/>
Attachment B	<input type="checkbox"/>

1.5 – Recruitment and Enrollment	
Narrative	<input type="checkbox"/>
Table 1	<input type="checkbox"/>
Table 2	<input type="checkbox"/>
Attachment C	<input type="checkbox"/>

1.6 – Parent and Community Engagement and Support	
Narrative	<input type="checkbox"/>
Attachment D	<input type="checkbox"/>

1.7 – School Culture and Discipline	
Narrative	<input type="checkbox"/>
Attachment E	<input type="checkbox"/>
Attachment F	<input type="checkbox"/>

1.8 – Special Populations	
Narrative	<input type="checkbox"/>

2.1 – Governance	
Narrative	<input type="checkbox"/>
Table 4	<input type="checkbox"/>
Attachment G	<input type="checkbox"/>
Attachment H	<input type="checkbox"/>
Attachment I	<input type="checkbox"/>
Attachment J	<input type="checkbox"/>
Attachment K	<input type="checkbox"/>
Attachment L	<input type="checkbox"/>
Attachment M	<input type="checkbox"/>

2.2 – Facilities	
Narrative	<input type="checkbox"/>

2.3 – Start Up Plan	
Narrative	<input type="checkbox"/>

2.4 – Personnel / Human Capital	
Narrative	<input type="checkbox"/>
Attachment N	<input type="checkbox"/>
Attachment O	<input type="checkbox"/>
Attachment P	<input type="checkbox"/>
Table 5	<input type="checkbox"/>

2.5 – Professional Development	
Narrative	<input type="checkbox"/>

2.6 – Transportation	
Narrative	<input type="checkbox"/>

2.7 – Additional Operations	
Narrative	<input type="checkbox"/>
Attachment Q	<input type="checkbox"/>

3.1 – Operating Budget	
Attachment W	<input type="checkbox"/>

3.2 – Operating Budget Narrative	
Narrative	<input type="checkbox"/>
Attachment X	<input type="checkbox"/>

Additional Requirements for Sponsors That Answered “Yes” to Specific Sponsor History and Intent Questions

Required for Sponsors that answered “Yes” to: Question 1 of Sponsor History and Intent	
1.5 - Recruitment and Enrollment	
Supplementary Narrative	<input type="checkbox"/>
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	<input type="checkbox"/>
4.1 – School Portfolio Summary	
Attachment Z	<input type="checkbox"/>
4.2 – Academic Performance Record	
Supplementary Narrative	<input type="checkbox"/>
Attachment Z	<input type="checkbox"/>
4.3 – Fiscal and Operational Performance Record	
Supplementary Narrative	<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	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 3 of Sponsor History and Intent	
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	<input type="checkbox"/>
2.10 - Network Governance	
Supplementary Narrative	<input type="checkbox"/>
2.11 - Network Management and Personnel	
Supplementary Narrative	<input type="checkbox"/>
Attachment T	<input type="checkbox"/>
Attachment U	<input type="checkbox"/>
Table 6	<input type="checkbox"/>
Table 7	<input type="checkbox"/>
Table 8	<input type="checkbox"/>
Table 9	<input type="checkbox"/>
3.3 – Network Financial Plan	
Supplementary Narrative	<input type="checkbox"/>
Attachment Y	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 4 of Sponsor History and Intent	
2.12 – School Replication	
Supplementary Narrative	<input type="checkbox"/>
Attachment V	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 5 of Sponsor History and Intent	
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 6 of Sponsor History and Intent	
2.8 - Charter Management Organization	
Supplementary Narrative	<input type="checkbox"/>
Attachment R	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 7 of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 8 of Sponsor History and Intent	
1.2 – Academic Focus and Performance Standards	
Supplementary Narrative	<input type="checkbox"/>
Section 1.5 - Recruitment and Enrollment	
Supplementary Narrative	<input type="checkbox"/>
Supplementary Table 3	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 9 of Sponsor History and Intent	
2.2 – Facilities	
Supplementary Narrative	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 10 of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	<input type="checkbox"/>
1.3 – Assessments	
Supplementary Narrative	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 11 of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	<input type="checkbox"/>

Required for Sponsors that answered “Yes” to: Question 12 of Sponsor History and Intent	
1.9 – Conversion Charter School Planning Narrative	
	<input type="checkbox"/>

Technical Support and Resources

For additional support and resources, please visit the department's [Charter School](#) webpage.

Questions

Questions regarding the application may be submitted via email to Charter.Schools@tn.gov.

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