



Application

Seeking to Create a Public Charter School in
the 2025-26 School Year

Tennessee Department of Education | Updated September 2023

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Part 1

General Information

Part 1 - General Information

Cover Sheet

Primary Point of Contact

Identify the primary point of contact for your application.

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

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

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

School Information

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

Sponsor & School Design Team

Below, list the names, current employment, and roles of all people on the school design team, including school leader, adding 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 no or in progress, please explain:</i>	

Does the proposed school intend to contract or partner with a charter management organization (CMO)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>If yes, identify the CMO or other partner organization:</i>	

Additional Application Information

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

Application Category

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

Category		Description	
1	<input type="checkbox"/>	New Start Applicant	Sponsor with no schools currently operating and/or authorized throughout the United States proposing the creation of a new school in Tennessee
2	<input type="checkbox"/>	New Start Applicant Proposing Multiple Schools	Sponsor with no schools currently and/or previously operating and/or authorized in Tennessee or throughout the United States proposing the creation of two or more schools within the same application cycle.
3	<input type="checkbox"/>	Out of State Sponsor	Sponsor with at least one school currently and/or previously operating outside of Tennessee and no schools currently authorized in Tennessee proposing to create a school in Tennessee.
	<input type="checkbox"/>	Existing Tennessee Sponsor Proposing a New School with Change in Focus / Grade Structure	Sponsor with at least one school currently and/or previously authorized in Tennessee proposing to create a new school with a change in focus and/or grade structure from the existing school
4	<input type="checkbox"/>	Existing Tennessee Sponsor Proposing to Replicate an Existing School	Sponsor with at least one school currently and/or previously operating in Tennessee proposing to start a new school with no material change in focus or grade structure from an existing school.

Required Filing Materials

Below are the required materials based on the selected category

Category	Required Materials
1 New Start Applicant	See Category 1 Completeness Checklist
2 New Start Applicant Proposing Multiple Schools	See Category 2 Completeness Checklist
3 Out of State Sponsor	See Category 3 Completeness Checklist
Existing Tennessee Sponsor Proposing a New School with Change in Focus / Grade Structure	
4 Existing Tennessee Sponsor Proposing to Replicate an Existing School	See Category 4 Completeness Checklist

Assurances

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

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the 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 [Tenn. Code Ann. § 49-13-111\(p\)](#);
3. Will provide special education services for students as provided in [Tenn. Code Ann. 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 ([Tenn. Code Ann. §§ 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 [Tenn. Code Ann. § 49- 6-3003](#);
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to [Tenn. Code Ann. §§ 49-13-111, 120, and 127](#);
 - e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by [Tenn. Code Ann. § 8-19-101](#); and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

Signature

Printed Name of Authorized Representative

Title of Authorized Representative

Executive Summary

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

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

Part 2

Application Narrative

Section 1

Academic Plan & Design

Section 1 is required for all applicants.

Section 1 – Academic Plan and Design

1.1 - School Mission and Vision

In this section:

- a. Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The school's mission statement provides the foundation for the entire application.
- b. Describe the vision of the proposed school and how the vision will help achieve the school's mission.
- c. Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in [Tenn. Code Ann. § 49-13-102\(a\)](#).
- d. Describe how the mission and vision of the proposed school address any priorities set by the authorizer.
- e. Describe what the proposed school will look like when it is achieving its mission.
- f. Describe the innovative or unique features of the proposed school or education model.
- g. How do these unique features align with the mission and vision of the school?
- h. How will these unique features foster student achievement and success?

Section 1.2 - Enrollment Summary

In this section:

- a. Describe the community, including specific zip codes, from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.
- b. Provide a rationale for determining enrollment projections and selecting the community where the proposed school will be located.
- c. Discuss the academic performance and enrollment trends of existing schools in that community.
- d. Describe the specific population of students the proposed school intends to serve.
- e. Describe what the proposed school would do more effectively than the schools that are now serving the targeted population.
- f. What different educational options will the proposed school offer?
- g. Complete the provided templates [Table 1: Enrollment Summary](#) and [Table 2: Anticipated Demographics](#).

Question h and i are REQUIRED for Category 3 and Category 4 sponsors

- h. Describe any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and
- i. How the community for the proposed school is similar and/or different from the community that you currently serve.

Table 1: Enrollment Summary
Student 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
School Year											
K											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											

Table 2: Anticipated Demographics

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

Section 1.3 - Academic Focus and Plan

In this section:

- a. Describe the academic focus of the proposed school.
- b. Outline the academic plan of the proposed school. Include specific academic benchmarks.
- c. Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.
- d. Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.
- e. Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the divisions.
- f. Explain why the instructional methods and proposed curriculum are well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?
- g. Explain how the academic plan aligns with Tennessee's academic standards and how will the school incorporate foundational literacy.
- h. Provide the foundational literacy skills plan for the proposed school as [Attachment A](#).

Question i is REQUIRED for applicants proposing a blended learning model

- i. If your academic plan includes blended learning, describe (x) which blended learning model the proposed school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), (y) the role of teachers within the blended learning environment, and (z) how this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

Question j is REQUIRED for Category 3 and Category 4 sponsors

- j. Describe any key academic plan features for the proposed school that will differ from the existing school's original 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 section.

Section 1.4 - Academic Performance Standards

In this section:

- a. Describe the proposed school's annual and long-term academic achievement goals.
- b. Describe how the annual and long-term academic goals align with the department and authorizer's model performance framework.
- c. Describe the process for setting, monitoring, and revising academic achievement goals.
- d. How do these goals align with academic achievement goals within the authorizer/state model performance framework and the proposed community you plan to serve?
- e. Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals.
- f. Describe the proposed school's approach to helping remediate students' academic underperformance and learning loss, including plans for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.
- g. Describe goals for student attendance and explain how the proposed school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.
- h. Explain how students will matriculate through the proposed school (i.e., promotion/retention policies).
- i. Provide the proposed school's exit standards for students, including graduation requirements. These should clearly set forth what students in the last grade served will know and be able to do.

Question k is REQUIRED for sponsors proposing an elementary school

- k. If an elementary school, how will the school approach ensuring 3rd graders receive proper tutoring, remediation, support, and summer school in alignment with [Tenn. Code Ann. § 49-6-3115](#).

Section 1.5 – Assessments

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

- a. Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year.
- b. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.
- c. Identify the person(s), position(s), and/or entities that will be responsible for and involved in the building testing coordination.
- d. Explain how the proposed school will collect and analyze student academic data and use it to inform instruction, professional development and teacher evaluations.
- e. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.

Question f is REQUIRED for sponsors proposing an elementary school

- f. Identify what will the school use as a universal reading screener in alignment with foundational literacy requirements?

Section 1.6 - School Calendar and Schedule

In this section:

- a. Provide the annual academic calendar for the proposed school as [Attachment B](#).
- b. Provide the proposed school's detailed daily schedule by grade as [Attachment C](#).
 - 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 how you will plan time 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, including when they will begin, how often they will occur, and how they will be funded.
- e. If Saturday School, summer school, additional remediation and tutoring after school hours, or other after school programming will be offered, describe the program(s), including those in alignment with [Tenn. Code Ann. § 49-6-3115](#).
 - Explain the schedule and length of the program, including the number of hours and weeks.
 - Address the number of students and the methodology used to identify them.
 - For identified students, is the program mandatory?
 - What are the anticipated resource and staffing needs for these programs?

Section 1.7 - Special Populations

In this section:

- a. Describe the experience of the leadership team in working with special populations.
- b. What staff (by role and number), including support staff, does the proposed school plan to hire to address the needs of the special populations identified in subsections (d), (e), (f) and (g)?
- c. Describe the proposed school's plan to prepare for special populations. What adjustments will be made to the school's daily schedule to address the diverse needs of the students?
- d. Describe the following related to students with disabilities:
 - Methods for identifying students with disabilities and avoiding misidentification or over-identification;
 - Specific instructional programs, practices, and strategies the proposed school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities;
 - Plans for monitoring and evaluating the progress and success of students with disabilities, including coordination with the authorizer's monitoring and evaluation; and
 - Plans for promoting graduation for students with disabilities (high school only).
- e. Describe the following related to English Learners (EL) in accordance with State Board of Education Rule 0520-01-19-.03:
 - Methods for identifying EL students and avoiding misidentification;
 - Specific instructional programs, practices, and strategies the proposed school will employ to ensure academic success and equitable access to the core academic program for EL students;
 - Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and
 - Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
- f. Describe the following related to at-risk students:
 - Methods for identifying at-risk students through academic and behavioral processes; and
 - How the proposed school will address the learning needs of at-risk students and monitor their progress. Specify the programs, strategies, and supports that will be provided.
- g. Describe the following related to gifted students:
 - Methods for identifying and meeting the needs of intellectually gifted students, including specific research-based instructional programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities; and
 - Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Section 1.8 - School Culture and Discipline

In this section:

- a. Provide as [Attachment D](#) 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 and how it will promote a positive academic environment and reinforce the school's mission, goals, and objectives.
- c. Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.
- d. Explain how the school culture will embrace special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.
- e. Provide the student discipline policy as [Attachment E](#) (if not already included in [Attachment D](#) of the school handbook).
- 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;
 - The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and
 - How students and parents will be informed of the school's discipline policy.

Section 1.9 - Recruitment and Enrollment

In this section:

- a. Provide as [Attachment F](#) the proposed school's Enrollment Policy, which should include the following:
 - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);
 - Nondiscriminatory admission policies, pursuant to Tenn. Code Ann. §49-13-107;
 - Any proposed articulation agreements, pursuant to Tenn. Code Ann. §49-13-113;
 - Identification of any pre-admission activities for students or parents; and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.
- b. Describe how parents and other members of the community will be informed about the proposed school.
- c. Describe how you are assessing the demand for your school. Include data and factors, including methodology and calculations used to determine projected enrollment and needs within the community.
- d. Describe your plan to recruit students in the year prior to opening with this authorizer, including the strategies, activities, events, responsible parties, and a timeline.
 - What established community organizations are you targeting for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.
- e. Describe in detail the recruitment and marketing strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?
- f. Describe how students will be given an equal opportunity to attend the proposed school.
 - Specifically describe any plans for outreach to families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.
 - If your school has a specific area of focus, describe the plan to market that focus.
- g. Describe student recruitment after the proposed school has opened. How will it differ from pre-opening recruitment?

Question h is required for all sponsors except Category 1 applicants.

- h. Describe student recruitment after the proposed school has opened.
 - How will it differ from pre-opening recruitment?
 - Please identify how this will differ from current enrollment strategies.

Section 1.10 - Parent and Community Engagement and Support

In this section:

- a. What feedback regarding the startup of the school has been provided by the community – including parents interested in enrolling their student(s) in your school, and how has this feedback been incorporated into this application? Provide a detailed explanation of how the feedback was collected, and a strong rationale for the validity of responses.
- b. Describe how you will engage parents and community members and how this engagement strategy will adjust from the time that the proposed school is approved by this authorizer through the school's opening. What specific strategies would you rely on to establish buy-in from local parents and community members during the pre-opening period?
- c. Provide, as [Attachment G](#), any of the following: letters of support, including those within the local community, outreach to parents, intents to enroll, or memoranda of understanding, that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests.

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

- d. Outline any community organization, business, or other educational institutions that the proposed school will partner with. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.
- e. Outline how the proposed school will engage parents and community members prior to the school's opening and throughout the life of the school (in addition to any proposed governance roles).
- f. Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.
- g. If not already identified, describe any programs and resources you will offer to parents and/or the community and how they may support the school's mission and vision.
- h. Provide a needs analysis and description of the need for the proposed school, including how the proposed school would serve the interests and meet the needs of students and families in the communities the charter school intends to serve.

Section 1.11 – Phase-In / Turnaround Planning

Section 1.11 is REQUIRED for applicants proposing to convert a school

In this section:

- a. Describe your organization's prior experience in turning around or converting an underperforming school. Include student outcomes and results. Describe how your organization achieved these results and address the challenges you faced in turning around that school. If your organization does not have such experience, please provide a comprehensive rationale that explains the suitability of your organization to successfully transform a struggling school.
- b. Describe how your organization will engage with the local neighborhood, community, and student population prior to the conversion. Explain your strategies and plan for recruiting an underperforming zoned student population.
- c. Describe specific ways that you will transform the existing school culture. How will you determine what parts of the existing school culture you will keep, modify, or add? How will you create a new identity while simultaneously respecting and reinforcing the building history and role in the community?
- d. If proposing a phase-in approach:
 - a. Describe how you will transition to a shared campus. Include your approach to sharing space, resources, and services, and collaborating with others on the campus. Be sure to outline any essential elements for co-location.
 - b. In the event that the LEA chooses to transition students out of the school sooner than originally planned, how will you minimize disruptions to your model?
- e. If proposing a full school take-over approach:
 - a. Describe your transition plan, including communications with existing staff.
 - b. Identify the additional teaching and non-teaching personnel needed to ensure student success beginning in year 1 of your conversion.

Section 1.12 – High School Graduation and Postsecondary Readiness

Section 1.12 is REQUIRED for applicants proposing a school serving students in grades 9 – 12.

In this section:

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

Section 2

Operations Plan & Capacity

Section 2 is required for all applicants.

Section 2 – Operations Plan and Capacity

Section 2.1 – Governance

In this section:

- a. Describe the composition and size of the governing board and board committees. Explain how the 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. Describe how the board will evaluate the success of the proposed school, the school leader, and its own performance.
- c. How will the board 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. What ongoing development will existing board members receive? Please note that [Tenn. Code Ann. § 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. Complete the provided template for [Table 3: Board Members](#). List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed.
- g. Provide the following governance documents as attachments:
 - Articles of Incorporation as [Attachment H](#)
 - Proof of non-profit and tax-exempt status as [Attachment I](#)
 - By-laws as [Attachment J](#)
 - Code of Conduct as [Attachment K](#)
 - Conflict of Interest Policy as [Attachment L](#)
 - Board member resumes or biographies as [Attachment M](#)
 - Board policies (including frequency of meetings, open meetings, and open records) as [Attachment N](#)

Table 3: Board Members

Name	Address	Current Role	Area of Focus / Expertise	Board Position	Proposed Total Term Length
		Job and Employer	Ex: Legal, Real Estate, Finance, etc.	Ex: board chair, other officer, parent representative, ex officio member	

Section 2.2 - Start-Up Plan

In this section:

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

Section 2.3 – Facilities

In this section:

- a. Describe the proposed school’s facility needs based on the educational program and projected enrollment, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. 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 needs to be tied to the related items in the proposed school’s budget.
- c. Describe the experience of the board and/or leadership team in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
- d. Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.
- e. Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per [Tenn. Code Ann. § 49-13-107](#). Include associated costs in budget details.
- f. Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.
- g. Broadly describe a contingency plan, should your facility fall through.
- h. List any properties you have considered and may have already identified as suitable to meet the proposed school’s facility needs.
 - a. If the current proposed property is under a non-disclosure agreement, in lieu of listing the property address, describe the general geographic location/neighborhood/zip codes. Describe any modifications and/or revisions necessary prior to opening.
 - b. If no suitable facility and/or property has been identified, how has the sponsor determined that suitable facilities exist within the proposed geographic location.

Section 2.4 - Personnel / Human Capital

In this section:

- a. Describe the school's proposed leadership structure. Include a copy of the school's organizational chart for Year 1 as [Attachment O](#) and at full capacity as [Attachment P](#). The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- b. Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications, and characteristics the applicant will seek in a leader.
 - If the leader has already been identified, attach the leader's resume as [Attachment Q](#).
- c. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by [State Board Rule 0520-02-01](#) and [State Board Policy 5.201](#).
- d. Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers.
 - Identify key selection criteria, required experience, and any special considerations relevant to your school design.
 - Provide previous student achievement data for the individuals responsible for academic programming (if available) as [Attachment R](#).
- e. How will your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community?
- f. How will you ensure that teachers are licensed and endorsed in their content areas?
- g. Indicate the state-approved evaluation model used for teachers, required by [State Board Rule 0520-02-01](#) and [State Board Policy 5.201](#).
- h. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.
- i. Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.
- j. Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system.
- k. Explain the school's proposed strategy for retaining high-performing teachers.
- l. Explain whether the employees will be at-will or whether the school will use employment contracts.
- m. Include a copy of the school's employee manual and personnel policies as [Attachment S](#).
- n. Complete the provided template for [Table 4: Staffing Chart](#) to outline your staffing projections.
 - Adjust or add functions and titles as needed to reflect variations in school models.

Table 4: Staffing Chart

Position	Year of Operation					
	Prior to Opening	1 st	2 nd	3 rd	4 th	5 th
Principal / School Leader						
Assistant Principal						
Dean(s) [specify]						
Additional School Leadership [specify]						
Additional School Leadership [specify]						
Classroom Teachers (core subjects)						
Classroom Teachers (electives, languages)						
Special Education Teachers (e.g. special education, 504, ELL, etc.)						
Paraprofessionals						
Student Support Position 1 (e.g. social works, psychologist, etc.)						
Student Support Position 2 [specify]						
Specialized School Staff [specify]						
Teaching Aides or Assistants						
School Operations Support Staff						
Other <i>(please specify)</i>						
Total FTEs						

Section 2.5 - Professional Development

In this section:

- 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. Identify the person or position responsible for professional development.
- c. Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of individualized educational plans (IEPs), discipline of students with disabilities, and communication with EL families.
- d. Provide a schedule and overview of professional development that will take place prior to the school's opening.
- e. Describe the training that will be provided to all staff on the topics of diverse, inclusive and culturally relevant pedagogies.
- f. Describe the plan to cultivate future leadership capacity.
- g. Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.
- h. Explain how the proposed school will provide orientation to teachers that are hired mid-year.

Section 2.6 – Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their district to determine the necessary coverage amounts. As [Attachment T](#), please 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 a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to [Tenn. Code Ann. §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 TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to [Tenn. Code Ann. § 49-13-107\(b\)\(19\)](#).
- c. *Note: if the proposed school intends to have school athletics, additional liability coverage will be required.*

Section 2.7 – Transportation

In this section:

- a. How will you transport the students to and from your proposed school daily, if applicable?
- b. How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips (where applicable)? Include budgetary assumptions and the impact of transportation on the overall budget.
- c. Describe how the transportation vendor will be selected or, in the alternative, how the proposed school will provide transportation.
- d. If applicable, outline your proposed transportation plan as follows:
 - Describe the plan for oversight of transportation operations (e.g., whether the proposed school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.
 - Describe how the school will transport students with special transportation needs and how that will impact your budget.
 - Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.
 - Explain how you will ensure compliance with [Tenn. Code Ann. §49-6-2116](#)
- e. If you are not providing transportation, describe how students will get to and from your school and how the school will address equity and access for students in the absence of a comprehensive transportation plan.

Section 2.8 - Food Service

In this section:

- a. Describe the proposed school's proposed food service plan and include the following:
 - a. A clear description of how the proposed school will offer food service to the students
 - b. How the school will comply with applicable district, state, and federal guidelines and regulations.
- b. Describe how the school food service plans meet the needs of low-income students.
- c. How the proposed school intends to collect free and reduced-price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).
- d. Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.

Section 2.9 - Additional Operations

In this section:

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

- a. Technology:
 - a. List the technology that will be required to meet the academic and operational needs of the proposed school.
 - i. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.
 - b. Describe how the proposed school will ensure student access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the budget section.
- b. Student information management:
 - a. Describe how the proposed school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.
- c. School health and nursing services: per [Tenn. Code Ann. § 49-1-1002](#)
 - a. Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse.
 - b. Include who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.
- d. Safety and security: executive order, etc.
 - a. Describe your plan for ensuring the safety and security of students, staff, guests, and property. Identify the person or position responsible for school safety operations.
 - b. What will be the process and timeline for creating a school crisis plan?
- e. School maintenance:
 - a. Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.
 - b. Describe any additional operations, as applicable.

Section 2.10 - Charter Management Organization

Section 2.10 is REQUIRED for applicants intending to contract or partner with a charter management organization

In this section, please detail:

- a. The name of the CMO, if known, and evidence of its educational and management success;
- b. Describe the scope of specific resources, service, or set of services that the Charter Management Organization (CMO) will provide for the school to support operation and/or management.
- c. Selection process and criteria;
- d. Division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interest will be checked;
- e. How performance of the CMO will be measured, including any deliverables;
- f. Conditions for renewal and termination of the CMO agreement;
- g. Any monetary obligations of the CMO agreement; and
- h. Include a copy of the CMO agreement as **Attachment U**, if available, that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination

Section 2.11 – Network Vision, Growth Plan & Capacity

Section 2.11 is REQUIRED for all applicants except for Category 1.

In this section:

- a. Describe the network’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information:
 - proposed years of opening;
 - number and types of schools;
 - any pending applications;
 - all currently targeted markets/communities and criteria for selecting them; and
 - projected enrollments.
 - If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.
- b. Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.
- c. If applicable, list any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time, and explain the reasons for the failure or delay.
- d. If applicable, discuss the results of past replication efforts and lessons learned – including particular challenges and how you have addressed them.
- e. 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.
- f. Provide, as **Attachment V**, the network’s most recent annual report.

Section 2.12 – Network Management

Section 2.12 is REQUIRED for all applicants except for Category 1.

In this section:

- a. Identify the network’s leadership team and their specific roles and responsibilities.
- b. Provide, as attachments, the organizational charts for Year 1 network as a whole (including both network management and schools within the network) as **Attachment W**; Year 3 network as a whole as **Attachment X** and Year 5 network as a whole as **Attachment Y**.
 - 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.
 - How will the proposed school measure successful delivery of these services?
- d. Using **Table 5: Decision Making Responsibilities**, identify school- and network-level decision-making responsibilities as they relate to key functions.

Table 5: Decision Making Responsibilities

Table 5 is required for all applicants, except for Category 1 applicants

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		
IT		
Facilities Management		
Vendor Management / Procurement		
Other Operational Services, if applicable		

Section 2.13 – Network Governance

Section 2.13 is REQUIRED for all applicants except for Category 1

In this section:

- a. As applicable, describe the governance structure at the network level and how that relates to each individual school. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? The remaining questions in this section apply only to a network-level board.
- b. Discuss the plan for satisfying the statutory requirement of either having a parent from one of the network’s Tennessee schools serve on the governing body or having advisory councils at each school.
- c. Describe the size and composition (current and desired) of the board. Explain how the proposed governance structure and composition will help ensure that there will be 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 a) the proposed school will be an educational and operational success; and b) the board will evaluate the success of the proposed school and leader.
- f. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.
- g. Will the charter be held by the same existing non-profit board, or will a new board be formed?
 - a. If the existing board will also govern the proposed school:
 - i. 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.).
 - ii. 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.
- h. 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). Please include biographies of the new board members, roles and responsibilities needed to govern the proposed school, organizational chart, and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.

Section 2.14 – Network Wide Personnel & Human Capital Projections

Section 2.14 is REQUIRED for all applicants except for Category 1.

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 6:** School Projections
- **Table 7:** Management Organization Staff Projections
- **Table 8:** Elementary School Staff Projections
- **Table 9:** Middle School Staff Projections
- **Table 10:** High School Staff Projections

Table 6: School Projections

Table 6 is required for all applicants, except for Category 1 applicants

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

Table 7: Network Staff Projections

Table 7 is required for all applicants, except for Category 1 applicants

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						

Table 8: Elementary School Staff Projections

Table 8 is required for all applicants, except for Category 1 applicants

Position	Year of Operation					
	Prior to Opening	1 st	2 nd	3 rd	4 th	5 th
Principal / School Leader						
Assistant Principal						
Dean(s) [specify]						
Additional School Leadership [specify]						
Additional School Leadership [specify]						
Classroom Teachers (core subjects)						
Classroom Teachers (electives, languages)						
Special Education Teachers (e.g. special education, 504, ELL, etc.)						
Paraprofessionals						
Student Support Position 1 (e.g. social works, psychologist, etc.)						
Student Support Position 2 [specify]						
Specialized School Staff [specify]						
Teaching Aides or Assistants						
School Operations Support Staff						
Other <i>(please specify)</i>						
Total projected FTEs at elementary schools						

Table 9: Middle School Staff Projections

Table 9 is required for all applicants, except for Category 1 applicants

Position	Year of Operation					
	Prior to Opening	1 st	2 nd	3 rd	4 th	5 th
Principal / School Leader						
Assistant Principal						
Dean(s) [specify]						
Additional School Leadership [specify]						
Additional School Leadership [specify]						
Classroom Teachers (core subjects)						
Classroom Teachers (electives, languages)						
Special Education Teachers (e.g., special education, 504, ELL, etc.)						
Paraprofessionals						
Student Support Position 1 (e.g., social works, psychologist, etc.)						
Student Support Position 2 [specify]						
Specialized School Staff [specify]						
Teaching Aides or Assistants						
School Operations Support Staff						
Other (please specify)						
Total projected FTEs at middle schools						

Table 10: High School Staff Projections

Table 10 is required for all applicants, except for Category 1 applicants

Position	Year of Operation					
	Prior to Opening	1 st	2 nd	3 rd	4 th	5 th
Principal / School Leader						
Assistant Principal						
Dean(s) [specify]						
Additional School Leadership [specify]						
Additional School Leadership [specify]						
Classroom Teachers (core subjects)						
Classroom Teachers (electives, languages)						
Special Education Teachers (e.g., special education, 504, ELL, etc.)						
Paraprofessionals						
Student Support Position 1 (e.g., social works, psychologist, etc.)						
Student Support Position 2 [specify]						
Specialized School Staff [specify]						
Teaching Aides or Assistants						
School Operations Support Staff						
Other (please specify)						
Total projected FTEs at high schools						

Section 2.15 – School Replication

Section 2.15 is REQUIRED for all Category 4 applicants

As a Tennessee sponsor requesting replication, all applicants must meet the following additional requirements:

- a. Provide a written statement affirming eligibility requirements to qualify as a Category 4 applicant:
 - i. As a Tennessee sponsor requesting replication, applicants must:
 - Be in compliance with all local, state, and federal laws
 - Be in good standing with existing charter agreement.
 - Be in at least year two (2) of operating its existing school.
 - Currently operates at least one school in Tennessee.
 - Have no material change in focus or grade structure from the existing school seeking replication.
 - b. As **Attachment Z**, include the original application previously approved and authorized for school being replicated. The application must include all sections and answer all questions currently in the new creation template.

Section 3

Financial Plan & Capacity

Section 3 is required for all applicants.

Section 3 – Financial Plan and Capacity

Section 3.1 - Planning and Budget Worksheet

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

The budget must include:

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

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

Section 3.2 - Budget Narrative

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

- a. How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;
- b. An explanation of student enrollment and TISA projections;
- c. An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;
- d. If the budget includes fundraising or philanthropic revenue, provide detailed assumptions for how the revenue amounts were determined, and whether the funds have been awarded or are estimates.
 - a. If the proposed school is still in the application process, the narrative should disclose where they are at in the process, the timing of when these funds will be awarded, and a contingency plan should the funds not be realized. Include evidence of awards or firm commitments. Evidence includes a letter, etc.
- e. Specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are secured and which are anticipated and include evidence of firm commitments where applicable.
- f. Provide an explanation of all anticipated expenditures including those identified in [Subpart III.I.d](#)
- g. Describe the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;
- h. Describe how the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;
- i. Provide the different roles and responsibilities of the proposed school's administration and governing board for school finances;
- j. If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;
- k. the level of financial expertise of the proposed school's internal and external team members;
- l. the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;
- m. the cash flow contingency, in the event that revenue projections are not met in advance of opening including
- n. plan explanation and evidence of sources and financing terms if the contingency plan includes loans, commitments from an outside donor, or alternative funding source; and
- o. how one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Section 3.3 – Network Financial Plan

Section 3.3 is REQUIRED for all applicants except for Category 1

In this section:

- a. Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?
- b. Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.
- c. Provide, as **Attachment CC**, a detailed budget for the network. You may reference the school-level budgets provided on the application, as appropriate. Applicants must submit financial forms detailing:
 - A back-office budget;
 - Financial implications of facilities plan;
 - All major assumptions including but not limited to:
 - Student enrollment;
 - All anticipated funding sources² (at the network level), including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases;
 - Other government resources;
 - Private fundraising;
 - eRate;
 - Student fees;
 - Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;
 - Management fees and any other management compensation to the CMO or network (if applicable); and
 - Capital, contingency, and insurance reserve funds.

Section 4

Portfolio Review & Performance Record

Section 4 is required for the following categories:

- Category 2 Applicant
- Category 3 Applicant
- Category 4 Applicant

Section 4 - Portfolio Review & Performance Record

All of Section 4.1 is REQUIRED for all Category 3 and Category 4 applicants.

4.1 – Portfolio Summary

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

The summary must include:

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

All of Section 4.2 is REQUIRED for all Category 3 and Category 4 applicants.

4.2 - Performance Record: Academics

Student Achievement and Growth

In this section:

- a. Provide detailed student achievement and growth results for each school that was operated, including results for grade levels not tested on state assessments. This should include both internal assessments and state assessments.
 - As **Attachment EE**, include internal assessments.
 - As **Attachment FF**, include state assessments.
- b. Provide evidence that demonstrates the success of schools operated in raising student achievement levels.

Educational Programming

In this section:

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

School Performance

In this section:

- a. Select one or more of the consistently high-performing schools operated and discuss the school's performance.
 - Be specific about the results on which you base your judgment that the school is high-performing.
 - Discuss the primary causes to which you attribute the school's distinctive performance.
 - Discuss any notable challenges that the school has overcome in achieving its results.
 - Identify any ways in which the school's success has informed or affected how other schools operate. Explain how the effective practice or structure, or strategy was identified and how it was implemented elsewhere.
- b. Select one or more schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.
 - Describe the primary causes to which you attribute the school's problems.
 - Explain the specific strategies that you are employing to improve performance.
 - How will you know when performance will be satisfactory?
 - What are your expectations for satisfactory performance in terms of performance levels and timing?

All of Section 4.3 is REQUIRED for all Category 3 and Category 4 applicants.

4.3 - Performance Record: Operations

Authorizer Evaluations

- a. For all schools operating under another authorizer: provide, as attachments, the last two years of the following items produced by the authorizer(s) or by a third-party evaluator, if applicable:
 - **Attachment GG:** Performance Reports
 - **Attachment HH:** Evaluation Reports
 - **Attachment II:** Renewal Reports
 - **Attachment JJ:** Annual Reports

Termination of Contracts

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

Performance Deficiencies

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

Litigation

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

All of Section 4.4 is REQUIRED for all Category 3 and Category 4 applicants.

4.4 - Performance Record: Fiscal

Financial Statements

- a. For all schools operating in the state of Tennessee: provide the following in **Attachment LL**:
 - (a) the last two years of audited financial statements for each school or school(s); and
 - (b) the most recent internal financial statements, including balance sheets and income statements.

Part 3

Attachment Schedule

Part 3: Attachment Schedule

Please include attachments labeled according to the following schedule:

Section 1 Attachments: Academic Plan and Design

Attachment	Section	Description	Required	Guidance
A	1.3	Foundational Literacy Skills Plan	Yes	Use the department developed Foundational Literacy Skills Plan Toolkit to create a plan that is aligned with the rubric by which Foundational Literacy Skill Plans are reviewed and approved
B	1.6	Annual Academic Calendar	Yes	In accordance with Tenn. Code Ann. § 49-6-3004
C	1.6	Daily Schedule	Yes	In accordance with Tenn. Code Ann. § 49-6-3004
D	1.8	Student Handbook and Required Forms	Yes	
E	1.8	Student Discipline Policy	Yes, if not included in Attachment D	
F	1.9	Enrollment Policy	Yes	<p>Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);</p> <ul style="list-style-type: none"> • Nondiscriminatory admission policies, pursuant to Tenn. Code Ann. §49-13-107; • Any proposed articulation agreements, pursuant to Tenn. Code Ann. §49-13-113; • Identification of any pre-admission activities for students or parents; and • Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.
G	1.10	Letters of Support	Yes	

Section 2 Attachments: Operations Plan and Capacity

Attachment	Section	Description	Required	Guidance
H	2.1	Articles of Incorporation	Yes	
I	2.1	Proof of Non-Profit and Tax-Exempt Status	Yes	
J	2.1	By-laws	Yes	
K	2.1	Code of Conduct	Yes	
L	2.1	Conflict of Interest Policy	Yes	
M	2.1	Board Member Resumes or Biographies	Yes	
N	2.1	Board Policies	Yes	
O	2.4	Organizational Chart: Year 1	Yes	
P	2.4	Organizational Chart: Full Capacity	Yes	
Q	2.4	School Leader Resume <i>(if hired)</i>	<i>If available</i>	
R	2.4	Student Achievement Information <i>(if available)</i>	<i>If available</i>	
S	2.4	Employee Manual and Personnel Policies	Yes	
T	2.6	Insurance Coverage	Yes	
U	2.10	CMO Agreement	<i>If available</i>	
V	2.11	Annual Report	<i>Yes, for Categories 2, 3, & 4</i>	
W	2.12	Organizational Chart: Year 1		
X	2.12	Organizational Chart: Year 3		
Y	2.12	Organizational Chart: Year 5		
Z	2.15	Previously Approved and Authorized Application for School Being Replicated	<i>Yes, if seeking replication of school</i>	

Section 3 Attachments: Fiscal Plan and Capacity

Attachment	Section	Description	Required	Guidance
AA	3.1	Budget Worksheet	Yes	
BB	3.2	Budget Narrative	Yes	
CC	3.3	Network Financial Plan	Yes, for Category 2-4	

Section 4 Attachments: Portfolio Review and Performance Record

Attachment	Section	Description	Required	Guidance
DD	4.1	Portfolio Summary	<i>Yes, for Category 3 & 4</i>	Utilize template on department website and directions located in Section 4.1
EE	4.2	Student Achievement: Internal Assessments		Provide detailed student achievement and growth results for each school that was operated, including results for grade levels not tested on state assessments.
FF	4.2	Student Achievement: State Assessments		For all schools operating under another authorizer: provide, as attachments, the last two years of the following items produced by the authorizer(s) or by a third-party evaluator, if applicable:
GG	4.3	Performance Reports		
HH	4.3	Evaluation Reports		
II	4.3	Renewal Reports		
JJ	4.3	Annual Reports		
KK	4.3	Litigation Documents		
LL	4.4	Audited Financial Statements	<i>Yes, for Category 3 & 4 with schools operating in Tennessee</i>	Include the last two years of audited financial statements for each school or school(s); and the most recent internal financial statements, including balance sheets and income statements.

Part 4

Applicant Completeness Checklist

Part 4: Applicant Completeness Checklist

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

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

² SBE Rule 0520-14-01-.01(1)(i)

³ SBE Rule 0520-14-01-.01(1)(i)2.

Category 1 Applicant Completeness Checklist

General Information		2.1- Governance	
Cover Sheet	<input type="checkbox"/>	Narrative	<input type="checkbox"/>
Assurances	<input type="checkbox"/>	Table 3: Board Members	<input type="checkbox"/>
Executive Summary	<input type="checkbox"/>	Attachment H	<input type="checkbox"/>
1.1 - School Mission and Vision		Attachment I	
Narrative	<input type="checkbox"/>	Attachment J	<input type="checkbox"/>
1.2 - Enrollment Summary		Attachment K	
Narrative	<input type="checkbox"/>	Attachment L	<input type="checkbox"/>
Table 1	<input type="checkbox"/>	Attachment M	<input type="checkbox"/>
Table 2	<input type="checkbox"/>	Attachment N	<input type="checkbox"/>
1.3 - Academic Focus and Plan		2.2 - Start-Up Plan	
Narrative	<input type="checkbox"/>	Narrative	<input type="checkbox"/>
Attachment A	<input type="checkbox"/>	2.3 - Facilities	
1.4 - Academic Performance Standards		Narrative	<input type="checkbox"/>
Narrative	<input type="checkbox"/>	2.4 - Personnel / Human Capital	
1.5 - Assessments		Narrative	<input type="checkbox"/>
Narrative	<input type="checkbox"/>	Attachment O	<input type="checkbox"/>
1.6 - School Calendar and Schedule		Attachment P	<input type="checkbox"/>
Narrative	<input type="checkbox"/>	Attachment Q	<input type="checkbox"/>
Attachment B	<input type="checkbox"/>	Attachment R	<input type="checkbox"/>
Attachment C	<input type="checkbox"/>	Attachment S	<input type="checkbox"/>
1.7 - Special Populations		Table 4: Staffing Chart	<input type="checkbox"/>
Narrative	<input type="checkbox"/>	2.5 - Professional Development	
1.8 - School Culture and Discipline		Narrative	<input type="checkbox"/>
Narrative	<input type="checkbox"/>	2.6 - Insurance	
Attachment D	<input type="checkbox"/>	Narrative	<input type="checkbox"/>
Attachment E	<input type="checkbox"/>	Attachment T	<input type="checkbox"/>
1.9 - Recruitment and Enrollment		2.7 - Transportation	
Narrative	<input type="checkbox"/>	Narrative	<input type="checkbox"/>
Attachment F	<input type="checkbox"/>	2.8 - Food Service	
1.10 - Parent and Community Engagement and Support		Narrative	<input type="checkbox"/>
Narrative	<input type="checkbox"/>	2.9 - Additional Operations	
Attachment G	<input type="checkbox"/>	Narrative	<input type="checkbox"/>
1.11 - Phase-In / Turnaround Planning <i>Required if proposing the conversion of a school</i>		2.10 - Charter Management Organizations <i>Required if contracting or partnering with CMO</i>	
Narrative	<input type="checkbox"/>	Narrative	<input type="checkbox"/>
1.12 - High School Graduation & Postsecondary Readiness <i>Required if proposing a high school</i>		Attachment U	<input type="checkbox"/>
Narrative	<input type="checkbox"/>	3.1 - Planning and Budget Worksheet	
		Attachment AA	<input type="checkbox"/>
		3.2 - Budget Narrative	
		Narrative	<input type="checkbox"/>
		Attachment BB	<input type="checkbox"/>

Category 2 Applicant Completeness Checklist

General Information		2.1- Governance		2.11 – Network Vision, Growth Plan & Capacity	
	Cover Sheet		Narrative		Narrative
	Assurances		Table 3: Board Members		Attachment V
	Executive Summary		Attachment H	2.12 – Network Management	
1.1 - School Mission and Vision			Attachment I		Narrative
	Narrative		Attachment J		Attachment W
1.2 - Enrollment Summary			Attachment K		Attachment X
	Narrative		Attachment L		Attachment Y
	Table 1		Attachment M		Table 5
	Table 2		Attachment N	2.13 – Network Governance	
1.3 - Academic Focus and Plan		2.2 - Start-Up Plan			Narrative
	Narrative		Narrative	2.14 – Network Wide Personnel & Human Capital Projections	
	Attachment A	2.3 - Facilities			Narrative
1.4 - Academic Performance Standards			Narrative		Table 6
	Narrative	2.4 - Personnel / Human Capital			Table 7
1.5 - Assessments			Narrative		Table 8
	Narrative		Attachment O		Table 9
1.6 - School Calendar and Schedule			Attachment P		Table 10
	Narrative		Attachment Q	3.1 – Planning and Budget Worksheet	
	Attachment B		Attachment R		Attachment AA
	Attachment C		Attachment S	3.2 – Budget Narrative	
1.7 - Special Populations			Table 4: Staffing Chart		Narrative
	Narrative	2.5 - Professional Development			Attachment BB
1.8 - School Culture and Discipline			Narrative	3.3 – Network Financial Plan	
	Narrative	2.6 - Insurance			Narrative
	Attachment D		Narrative		Attachment CC
	Attachment E		Attachment T	2.9 - Additional Operations	
1.9 - Recruitment and Enrollment		2.7 - Transportation			Narrative
	Narrative		Narrative	2.8 - Food Service	
	Attachment F		Narrative		Narrative
1.10 - Parent and Community Engagement and Support		2.9 - Additional Operations			Attachment U
	Narrative		Narrative		
	Attachment G	2.10 - Charter Management Organizations			
1.11 - Phase-In / Turnaround Planning <i>Required if proposing a school conversion</i>		2.10 - Charter Management Organizations <i>Required if partnering with a CMO</i>			
	Narrative		Narrative		
1.12 - High School Graduation & Postsecondary Readiness <i>Required if proposing a high school</i>			Attachment U		
	Narrative				

Category 3 Applicant Completeness Checklist

General Information	2.1- Governance	2.11 – Network Vision, Growth Plan & Capacity
Cover Sheet <input type="checkbox"/>	Narrative <input type="checkbox"/>	Narrative <input type="checkbox"/>
Assurances <input type="checkbox"/>	Table 3: Board Members <input type="checkbox"/>	Attachment V <input type="checkbox"/>
Executive Summary <input type="checkbox"/>	Attachment H <input type="checkbox"/>	2.12 – Network Management
1.1 - School Mission and Vision	Attachment I <input type="checkbox"/>	Narrative <input type="checkbox"/>
Narrative <input type="checkbox"/>	Attachment J <input type="checkbox"/>	Attachment W <input type="checkbox"/>
1.2 - Enrollment Summary	Attachment K <input type="checkbox"/>	Attachment X <input type="checkbox"/>
Narrative <input type="checkbox"/>	Attachment L <input type="checkbox"/>	Attachment Y <input type="checkbox"/>
Table 1 <input type="checkbox"/>	Attachment M <input type="checkbox"/>	Table 5 <input type="checkbox"/>
Table 2 <input type="checkbox"/>	Attachment N <input type="checkbox"/>	2.13 – Network Governance
1.3 - Academic Focus and Plan	2.2 - Start-Up Plan	Narrative <input type="checkbox"/>
Narrative <input type="checkbox"/>	Narrative <input type="checkbox"/>	2.14 – Network Wide Personnel & Human Capital Projections
Attachment A <input type="checkbox"/>	2.3 - Facilities	Narrative <input type="checkbox"/>
1.4 - Academic Performance Standards	Narrative <input type="checkbox"/>	Table 6 <input type="checkbox"/>
Narrative <input type="checkbox"/>	2.4 - Personnel / Human Capital	Table 7 <input type="checkbox"/>
1.5 - Assessments	Narrative <input type="checkbox"/>	Table 8 <input type="checkbox"/>
Narrative <input type="checkbox"/>	Attachment O <input type="checkbox"/>	Table 9 <input type="checkbox"/>
1.6 - School Calendar and Schedule	Attachment P <input type="checkbox"/>	Table 10 <input type="checkbox"/>
Narrative <input type="checkbox"/>	Attachment Q <input type="checkbox"/>	3.1 – Planning and Budget Worksheet
Attachment B <input type="checkbox"/>	Attachment R <input type="checkbox"/>	Attachment AA <input type="checkbox"/>
Attachment C <input type="checkbox"/>	Attachment S <input type="checkbox"/>	3.2 – Budget Narrative
1.7 - Special Populations	Table 4: Staffing Chart <input type="checkbox"/>	Narrative <input type="checkbox"/>
Narrative <input type="checkbox"/>	2.5 - Professional Development	Attachment BB <input type="checkbox"/>
1.8 - School Culture and Discipline	Narrative <input type="checkbox"/>	3.3 – Network Financial Plan
Narrative <input type="checkbox"/>	2.6 - Insurance	Narrative <input type="checkbox"/>
Attachment D <input type="checkbox"/>	Narrative <input type="checkbox"/>	Attachment CC <input type="checkbox"/>
Attachment E <input type="checkbox"/>	Attachment T <input type="checkbox"/>	4.1 Portfolio Summary
1.9 - Recruitment and Enrollment	2.7 - Transportation	Attachment DD <input type="checkbox"/>
Narrative <input type="checkbox"/>	Narrative <input type="checkbox"/>	4.2 Performance Record: Academics
Attachment F <input type="checkbox"/>	2.8 - Food Service	Narrative <input type="checkbox"/>
1.10 - Parent and Community Engagement and Support	Narrative <input type="checkbox"/>	Attachment EE <input type="checkbox"/>
Narrative <input type="checkbox"/>	2.9 - Additional Operations	Attachment FF <input type="checkbox"/>
Attachment G <input type="checkbox"/>	Narrative <input type="checkbox"/>	4.3 – Performance Record: Operations
1.11 - Phase-In / Turnaround Planning <i>Required if proposing the conversion of a school</i>	2.10 - Charter Management Organizations <i>Required if contracting or partnering with CMO</i>	Narrative <input type="checkbox"/>
Narrative <input type="checkbox"/>	Narrative <input type="checkbox"/>	Attachment GG <input type="checkbox"/>
1.12 - High School Graduation & Postsecondary Readiness <i>Required if proposing a high school</i>	Attachment U <input type="checkbox"/>	Attachment HH <input type="checkbox"/>
Narrative <input type="checkbox"/>		Attachment II <input type="checkbox"/>
		Attachment JJ <input type="checkbox"/>
		Attachment KK <input type="checkbox"/>
		4.4 – Performance Record: Fiscal
		Narrative <input type="checkbox"/>
		Attachment LL <input type="checkbox"/>

Category 4 Applicant Completeness Checklist

General Information		2.1- Governance		2.12 – Network Management		
Cover Sheet	<input type="checkbox"/>	Narrative	<input type="checkbox"/>	Narrative	<input type="checkbox"/>	
Assurances	<input type="checkbox"/>	Table 3: Board Members	<input type="checkbox"/>	Attachment W	<input type="checkbox"/>	
Executive Summary	<input type="checkbox"/>	Attachment H	<input type="checkbox"/>	Attachment X	<input type="checkbox"/>	
1.1 - School Mission and Vision		Attachment I	<input type="checkbox"/>	Attachment Y	<input type="checkbox"/>	
Narrative	<input type="checkbox"/>	Attachment J	<input type="checkbox"/>	Table 5	<input type="checkbox"/>	
1.2 - Enrollment Summary		Attachment K	<input type="checkbox"/>	2.13 – Network Governance		
Narrative	<input type="checkbox"/>	Attachment L	<input type="checkbox"/>	Narrative	<input type="checkbox"/>	
Table 1	<input type="checkbox"/>	Attachment M	<input type="checkbox"/>	2.14 – Network Wide Personnel & Human Capital Projections		
Table 2	<input type="checkbox"/>	Attachment N	<input type="checkbox"/>	Narrative	<input type="checkbox"/>	
1.3 - Academic Focus and Plan		2.2 - Start-Up Plan		Table 6	<input type="checkbox"/>	
Narrative	<input type="checkbox"/>	Narrative	<input type="checkbox"/>	Table 7	<input type="checkbox"/>	
Attachment A	<input type="checkbox"/>	2.3 - Facilities		Table 8	<input type="checkbox"/>	
1.4 - Academic Performance Standards		Narrative	<input type="checkbox"/>	Table 9	<input type="checkbox"/>	
Narrative	<input type="checkbox"/>	2.4 - Personnel / Human Capital		Table 10	<input type="checkbox"/>	
1.5 - Assessments		Narrative	<input type="checkbox"/>	2.15 – School Replication		
Narrative	<input type="checkbox"/>	Attachment O	<input type="checkbox"/>	Narrative	<input type="checkbox"/>	
1.6 - School Calendar and Schedule		Attachment P	<input type="checkbox"/>	Attachment Z	<input type="checkbox"/>	
Narrative	<input type="checkbox"/>	Attachment Q	<input type="checkbox"/>	3.1 – Planning and Budget Worksheet		
Attachment B	<input type="checkbox"/>	Attachment R	<input type="checkbox"/>	Attachment AA	<input type="checkbox"/>	
Attachment C	<input type="checkbox"/>	Attachment S	<input type="checkbox"/>	3.2 – Budget Narrative		
1.7 - Special Populations		Table 4: Staffing Chart	<input type="checkbox"/>	Narrative	<input type="checkbox"/>	
Narrative	<input type="checkbox"/>	2.5 - Professional Development		Attachment BB	<input type="checkbox"/>	
1.8 - School Culture and Discipline		Narrative	<input type="checkbox"/>	3.3 – Network Financial Plan		
Narrative	<input type="checkbox"/>	2.6 – Insurance		Narrative	<input type="checkbox"/>	
Attachment D	<input type="checkbox"/>	Narrative	<input type="checkbox"/>	Attachment CC	<input type="checkbox"/>	
Attachment E	<input type="checkbox"/>	Attachment T	<input type="checkbox"/>	4.1 Portfolio Summary		
1.9 - Recruitment and Enrollment		2.7 – Transportation		Attachment DD	<input type="checkbox"/>	
Narrative	<input type="checkbox"/>	Narrative	<input type="checkbox"/>	4.2 Performance Record: Academics		
Attachment F	<input type="checkbox"/>	2.8 - Food Service		Narrative	<input type="checkbox"/>	
1.10 - Parent and Community Engagement and Support		Narrative	<input type="checkbox"/>	Attachment EE	<input type="checkbox"/>	
Narrative	<input type="checkbox"/>	2.9 - Additional Operations		Attachment FF	<input type="checkbox"/>	
Attachment G	<input type="checkbox"/>	Narrative	<input type="checkbox"/>	4.3 – Performance Record: Operations		
1.11 - Phase-In / Turnaround Planning <i>Required if proposing the conversion of a school</i>		2.10 - Charter Management Organizations <i>Required if contracting or partnering with CMO</i>		Narrative	<input type="checkbox"/>	
Narrative	<input type="checkbox"/>	Narrative	<input type="checkbox"/>	Attachment GG	<input type="checkbox"/>	
1.12 - High School Graduation & Postsecondary Readiness <i>Required if proposing a high school</i>		Attachment U	<input type="checkbox"/>	Attachment HH	<input type="checkbox"/>	
Narrative	<input type="checkbox"/>	2.11 – Network Vision, Growth Plan & Capacity		Attachment II	<input type="checkbox"/>	
4.4 – Performance Record: Fiscal		Narrative	<input type="checkbox"/>	Attachment JJ	<input type="checkbox"/>	
Narrative		<input type="checkbox"/>	Attachment V	<input type="checkbox"/>	Attachment KK	<input type="checkbox"/>
Attachment LL		<input type="checkbox"/>				

Available Supports

Should an applicant, authorizer, or local board of education need additional support, the department provides formal technical support with a variety of trainings, as well as office hours. All opportunities are listed on the department website.

Technical Support

Sponsoring Applicants

- Prospective Applicant Webinar
 - Overview of Charter Application and Submission Procedures
 - Application Review Process
 - Appeals Process
 - Updates for 2024 Application
 - Questions
- Office Hours

Local Boards of Education

- Bi-Monthly Authorizer Connect Sessions
- Application Trainings for Local Education Agencies

Questions

Questions regarding the application may be submitted via email to the Director of Charter Schools at charter.schools@tn.gov.