Application for a Public Charter School

Opening in the 2022-23 School Year

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APPLICATION COMPLETION AND SUBMISSION INSTRUCTIONS

Introduction

This application is designed for use by sponsors seeking to start charter schools in Tennessee, including: (i) new sponsors desiring to start charter schools, (ii) existing Tennessee operators proposing to replicate an existing school, (iii) existing Tennessee operators desiring to start a new school with a change in the focus and/or grade structure of an existing school, (iv) existing charter school operators who are not yet established in Tennessee, or (v) existing operators of charter schools in the Achievement School District (ASD) moving to a non-ASD authorizer. A **separate** application shall be submitted for each proposed school.

Definitions

Below are the definitions of certain terms used in this application.

1. academic focus: a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia (T.C.A. §49-13-104).

2. academic plan: a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials and curriculum that will be used to provide students with knowledge, proficiency and skills needed to reach the goals of the school (T.C.A. § 49-13-104).

3. blended learning: the combination of virtual learning with the integration of in-person teaching practices. Blended learning occurs in a school building and can be teacher led or involve the purchase or use of a technology (T.C.A. § 49-18-102).

4. charter management organization or CMO: a nonprofit entity that manages or operates two (2) or more public charter schools (T.C.A. § 49-13-104(5)).

5. sponsor: a proposed governing body filing an application for the establishment of a public charter school, that:

   (A) Is not a for-profit entity; nonpublic school as defined in § 49-6-3001; other private, religious, or church school; or postsecondary institution not regionally accredited; and

   (B) Does not promote the agenda of any religious denomination or religiously affiliated entity. T.C.A. § 49-13-104(13).

Before starting a charter school application, sponsors should:

- Review all elements of the *Tennessee Public Charter Schools Act* (Tennessee Code Annotated Title 49, Chapter 13).
- Review the guides, checklist, timeline, and other materials available on the application page of the Charter Schools website.
- Contact the authorizer to which the sponsor is applying to determine if there are any local guidelines for applicants. Several Tennessee authorizers have, as a means of defining what they believe are "the best interests of the students, LEA or community" (T.C.A. § 49-13-108), outlined specific priorities they ask sponsors to address in applications. Sponsors may choose not to address any of those priorities and may not be denied for failing to do so.

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

Category	Applicant Type	Description	Required Sections
1	New-start applicant	Sponsor with no existing schools	• Academic Plan Design and Capacity: **1.1 through 1.12** • Operations Plan and Capacity: **2.1 through 2.11** • Financial Plan and Capacity: **3.1 and 3.2**
2	Existing Tennessee operator proposing new focus/grade structure *OR* Existing non-Tennessee operator	Operator with existing schools in Tennessee proposing to change the focus and/or grade structure of an existing school *OR* Operator with existing schools outside of Tennessee	• Academic Plan Design and Capacity: **1.1 through 1.12** • Operations Plan and Capacity: **2.1 through 2.15** • Financial Plan and Capacity: **3.1 through 3.3** • Portfolio Review and Performance Record: **4.1**
3	Existing Tennessee operator proposing to replicate an existing school	Operator with existing schools in Tennessee proposing to start a new school with no material change in focus or grade structure of an existing school	• **Submit application of school being replicated** • Academic Plan Design and Capacity: **1.2, 1.3(i), 1.5, 1.8, 1.11, and 1.12** • Operations Plan and Capacity: **2.12 through 2.15** • Financial Plan and Capacity: **3.1, 3.2 and 3.3** • Portfolio Review and Performance Record: **4.1**
4	Existing operator of a charter school in the Achievement School District (ASD) applying for reauthorization	Operator with an existing school in the ASD proposing to transition to its home district pursuant to an ASD School Exit Plan	• **Submit original application** • Academic Plan Design and Capacity: **1.2, 1.3(i), 1.7(a), 1.8, 1.11, and 1.12** • Operations Plan and Capacity: **2.2, 2.3, 2.7, 2.9(g), and 2.10(b)** • Financial Plan and Capacity: **3.1 and 3.2** • Portfolio Review and Performance Record: **4.1**

Category 3 and 4 Applicants:

A Tennessee operator requesting replication or moving out of the ASD must:
- Be in compliance with all local, state, and federal laws and their existing charter contract;
- Be in at least year two (2) of operating its current school; and
- Provide student performance data analysis from internal and state assessments, including but not limited to: TCAP/TN Ready Achievement, EOC, ACT and TVAAS.

Contents

A completed application shall include the following:

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

Format

- The application, excluding attachments and budget worksheets, may not exceed 250 pages. For Category 3 and 4 applicants, inclusion of the original application does not count towards the 250-page limit.
- Hard copies of the application should be placed in three ring binders, with the front cover and spine labeled with, at a minimum, the name of the proposed charter school and its applicable authorizer.
- Each section of the application should be tabbed and clearly labeled according to the table of contents.
- All pages in the application (after the table of contents) should be numbered sequentially (e.g., 1 of 178).
- Applicable attachments should be clearly labeled and referenced as appropriate in the narrative.
- The electronic copy should be an exact version of the hard copy and should be submitted as one PDF document including all attachments and the budget. In addition, one excel version of the budget worksheet should be attached.

Filing

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

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

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

Email: charter.schools@tn.gov

Mail: Senior Director of Choice
           Tennessee Department of Education
           Andrew Johnson Tower
           710 James Robertson Parkway
           Nashville, TN 37243-0379

GENERAL INFORMATION

Name of proposed school: _____

Projected year of school opening: _____

Charter authorizer for proposed school: _____

Sponsor: _____

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes_____ No_____ In Process_____
_____

Model or focus of proposed school: _____

City or geographic community for proposed school: _____

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

Primary Contact mailing address: _____
_____

Primary Contact work telephone: (___) _____   Primary Contact mobile telephone: (__) _____

Primary Contact email address: _____

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

Full name	Current employer and job title	Position with proposed school

Does the proposed school intend to contract or partner with a charter management organization? Yes____   No ____

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

Does this applicant have charter school applications under consideration by any other authorizer(s)? Yes_____No_____

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

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

Indicate Applicant Type:

☐New-Start Applicant (Category 1)
☐Existing TN Operator Proposing New Focus/Grade (Category 2)
☐Existing non-TN Operator (Category 2)
☐Existing TN Operator Proposing to Replicate (Category 3)
☐Existing Operator of ASD School Exiting the ASD (Category 4)

ASSURANCES

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

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the 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 Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;

4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;

5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;

6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;

7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
   a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
   b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 *et seq*.; 10- 7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
   c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A.§ 49-6-3003;
   d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
   e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A.§ 8-19-101; and

8. Will, at all times, maintain all necessary and appropriate insurance coverage.

_____
Signature

_____
Printed Name of Authorized Representative

_____
Title of Authorized Representative

Executive Summary

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

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

In this section:
(a) Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. 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 T.C.A. § 49-13-102(a).
(d) Describe how the mission and vision of the proposed school addresses 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. How do these unique features align with the mission and vision of the school? How will these unique features foster student achievement and success?

1.2 Enrollment Summary

In this section:
(a) Describe the community from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.
(b) Provide a rationale for selecting the community where the proposed school will locate.
(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. What different educational options will the proposed school offer?
(f) If you are an existing operator, describe
- any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and
(g) how the community for the proposed school is similar and/or different from the current community that you serve.

(h)   Complete the enrollment summary and anticipated demographics charts below.

Number of Students

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

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

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.
(h)   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.
(i)   For existing operators only: describe any key academic plan features for the proposed school that will differ from the operator'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.

1.4   Academic Performance Standards

In this section:
(a)   Describe the proposed school's annual and long-term academic achievement goals.
(b)   Describe the process for setting, monitoring, and revising academic achievement goals.
(c)   Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals.
(d)   Describe the proposed school's approach to helping remediate students' academic underperformance, including plans for Response to Instruction and Intervention (RTI[2]) that aligns with Tennessee guidelines.
(e)   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.
(f)   Explain how students will matriculate through the proposed school (i.e., promotion/retention policies).
(g)   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.

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

In this section:
(a)   Describe your organization's prior experience in turning around or converting an underperforming school. Include student outcomes and results. Describe how your organization achieved these results and address the challenges you faced in turning around that school. If your organization does not have such experience, please provide a comprehensive rationale that explains the suitability of your organization to successfully transform a struggling school.
(b)   Describe how your organization will engage with the local neighborhood, community, and student population prior to the conversion. Explain your strategies and plan for recruiting an underperforming zoned student population.
(c)   Describe specific ways that you will 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:
    •   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.
    •   In the event that the local district chooses to transition students out of the school sooner than originally planned, how will you minimize disruptions to your model?
(e)   If proposing a full school take-over approach:
    •   Describe your transition plan, including communications with existing staff.
    •   Identify the additional teaching and non-teaching personnel needed to ensure student success beginning in year 1 of your conversion.

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

In this section:
(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 will 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.

1.7   Assessments

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. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.

(b)   Identify the person(s), position(s), and/or entities that will be responsible for and involved in the building testing coordination.

(c)   Explain how the proposed school will collect and analyze student academic data and use it to inform instruction, professional development and teacher evaluations.

(d)   Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.

1.8   School Calendar and Schedule

In this section:

(a)   Provide the annual academic calendar for the proposed school as **Attachment A**.

(b)   Attach the proposed school's detailed daily schedule by grade. 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 will they begin, how often will they occur, and how will they be funded.

(e)   If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. 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?

1.9   Special Populations

In this section:

(a)   Describe the experience of the leadership team in working with special populations. 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 (c), (d), (e) and (f)?

(b)   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?

(c)   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).

(d)   Describe the following related to English Learners (EL) in accordance with State Board Policy 3.207:
- Methods for identifying EL students and avoiding misidentification;
- Specific instructional programs, practices, and strategies the 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.

(e)   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.

(f)   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.

1.10   School Culture and Discipline

In this section:

(a)   Provide as **Attachment B** the Student Handbook and/or forms that will be provided to or required of students and families.

(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.

(b)   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.

(c)   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.

(d)   Provide the student discipline policy as **Attachment C** (if not already included in **Attachment B** of the school handbook).

(a)   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.

1.11 Recruitment and Enrollment

In this section:

(a) Provide as **Attachment D** 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 T.C.A. §49-13-107;
- Any proposed articulation plans or agreements, pursuant to T.C.A. §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. How are you assessing the demand for your school?

(c) Describe your plan to recruit students in your pre-opening year, 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.

(d) 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.

(e) Describe student recruitment after the proposed school has opened. How will it differ from pre-opening recruitment? Note: for existing operators, please identify how this will differ from current enrollment strategies.

1.12 Parent and Community Engagement and Support

(a) What feedback regarding the startup of the proposed school has been provided by the community, and how has this feedback been incorporated into this application?

(b) Describe how you will engage parents and community members from the time that the proposed school is approved through the school's opening.

(c) Provide, as **Attachment E,** any of the following: letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests.

(d) Outline how the proposed school will engage parents and community members in the life of the school (in addition to any proposed governance roles).

(e) 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.

(f) If not already identified, describe any programs you will offer to parents and/or the community and how they may support the school mission and vision.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

(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 annual board training, as certified by the Tennessee Charter Schools Center and 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.

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

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

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

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

2.2 Start-Up Plan

(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. If you are an existing ASD operator, in lieu of the foregoing, attach a copy of your School Exit Plan.

(b) Describe what you anticipate will be the challenges of starting a new school or transitioning to a non-ASD authorizer, as applicable, and how you expect to address these challenges.

2.3 Facilities

(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 tie 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 T.C.A. § 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 may have already identified as suitable to meet the proposed school's facility needs.

2.4   Personnel/Human Capital

(a)   Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity as **Attachment G**. 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. 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 Policy 5.201.

(c)   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 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 H**.

(d)   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?

(e)   Indicate the state-approved evaluation model used for teachers, required by State Board Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

(f)   Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.

(g)   Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.

(h)   Explain whether the employees will be at-will or whether the school will use employment

contracts.
(i)   Include a copy of the school's employee manual and personnel policies as **Attachment I**.

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

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

2.5   Professional Development

(a)   Describe the expected number of days and hours for professional development throughout the school year and explain how the 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 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 anti-racism, unconscious bias and/or 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.

2.6   Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their district to determine the necessary coverage amounts. As **Attachment J**, 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).

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

2.7   Transportation

(a)   How will you transport the students to and from your 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)   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

(d)   If you are not providing transportation, describe how students will get to and from your school.

2.8   Food Service

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, including how it will comply with applicable district, state, and federal guidelines and regulations. Include any plans to meet the needs of low-income students.

(b)   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).

(c)   Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.

2.9   Additional Operations

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

(a)   Technology:
- List the technology that will be required to meet the academic and operational needs of the proposed school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.

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:
- 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:
- Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a School Nurse.
- 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:
- 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.
- What will be the process and timeline for creating a school crisis plan?

(e)   School maintenance:
- Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.

(f)   Describe any additional operations, as applicable.

(g)   For an ASD operator only, describe any operational matters that will be handled differently following the transition to a non-ASD authorizer (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require. If there will be no additional changes to operations, please respond with N/A to this section.

2.10   Charter Management Organization (if applicable)

(a)   If you intend to contract with a charter management organization (CMO), please detail:
- The name of the CMO, if known, and evidence of its educational and management success;
- Selection process and criteria;
- Scope of services and resources to be provided by the CMO;
- 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;
- How performance of the CMO will be measured, including any deliverables;
- Conditions for renewal and termination of the agreement;
- Any monetary obligations of the CMO agreement; and
- Include a copy of the CMO agreement as **Attachment K**, if available, 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

(b)   For an existing ASD operator contracting with a CMO, in lieu of the above, include a copy of the CMO agreement as **Attachment K**.

2.11   Waivers

Pursuant to T.C.A. § 49-13-111, a sponsor of a proposed 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 charter school's ability to meets its goals or comply with its mission statement.

Waivers may not be granted for requirements related to:
- Federal and state civil rights;
- Federal, state, and local health and safety;
- Federal and state public records;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings;
- At least the same equivalent time of instruction as required in regular public schools;
- Teacher evaluation; or
- Requirements in the charter school statute, T.C.A. 49 Chapter 13 or State Board of Education rules and regulations specific to charter schools.

Please list all requested waivers below:

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

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

2.12   Network Vision, Growth Plan, & Capacity

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)   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 L**, the network's most recent annual report.

2.13   Network Management

In this section:

(a)   Identify the network's leadership team and their specific roles and responsibilities.

(b)   Provide, as **Attachment M**, the organizational charts for Year 1 network as a whole (including both network management and schools within the network), Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and 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?

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

Function	Network Decision-Making	School Decision-Making
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		

Student Recruitment		
School Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		

2.14   Network Governance

(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) for the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.

(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?
- If the existing board will also govern the proposed school:
    - o   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.).
    - o   Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.

- If a new board will be formed, describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the 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.

2.15 Personnel/Human Capital - Network-wide Staffing Projections

Complete the following table, 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.

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

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

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

Total FTEs at elementary schools					

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

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

SECTION 3 FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet (Attachment N)

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

(a)   All anticipated revenues and expenditures
(b)   A back-office budget
(c)   Financial implications of facilities plans
(d)   Explicitly detail major assumptions including but not limited to:
- Student enrollment;
- All anticipated funding sources[1], including:
  o Local, state, and federal per-pupil funding; eligibility levels; and annual increases
  o Other government resources
  o Private fundraising
  o eRate
  o 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 to the CMO or network (if applicable)
- Capital, contingency, and insurance reserve funds

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[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.

3.2   Budget Narrative (Attachment O)

As **Attachment O**, 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 BEP 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.;

(c)   An explanation of all anticipated expenditures including those identified in Section 3.1(d);

(d)   The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;

(e)   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;

(f)   The different roles and responsibilities of the proposed school's administration and governing board for school finances;

(g)   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;

(h)   The level of financial expertise of the proposed school's internal and external team members;

(i)   The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

(j)   The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and

(k)   How one or more high-needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

3.3   Network Financial Plan (Attachment P)

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 P**, a detailed budget for the network. You may reference the school-level budgets provided in Sections 3.1 and 3.2, as appropriate. Applicants must submit financial forms detailing:

- A back-office budget;
- Financial implications of facilities plans;
- All major assumptions including but not limited to:
    o   Student enrollment;
    o   All anticipated funding sources[2] (at the network level), including:
        ▪   Local, state, and federal per-pupil funding; eligibility levels; and annual increases;

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

- 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.

4.1   Past Performance

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

In this section:

(a)   Describe the educational program at your existing school(s) and whether or not it is a success.

(b)   Provide detailed student achievement and growth results for each school in the network, including results for grade levels not tested on state assessments, as **Attachment Q.**

(c)   Provide evidence that demonstrates the success of schools in the network in raising student achievement levels.

(d)   If applicable, provide the graduation rates for each school in the network.

(e)   Select one or more of the consistently high-performing schools that the network operates, and discuss the school's performance.
   o   Be specific about the results on which you base your judgment that the school is high-performing.
   o   Discuss the primary causes to which you attribute the school's distinctive performance.
   o   Discuss any notable challenges that the school has overcome in achieving its results.
   o   Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.

(f)   Select one or more of the network's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.
   o   Describe the primary causes to which you attribute the school's problems.
   o   Explain the specific strategies that you are employing to improve performance.
   o   How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?

(g)   For all schools operating under another authorizer: provide, as **Attachment R**, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third- party evaluator, if applicable).

(h)   For all schools operating in the state of Tennessee: provide the following **in Attachment S**: (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.

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

(j)   List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network, and explain what caused these actions.

(k)   Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the network in the last three years and how such deficiencies or violations were resolved.

(l)   Identify any current or past litigation, including arbitration proceedings, that has involved the network or any charter schools it operates. Provide in **Attachment T,** if not subject to confidentiality protection: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

ATTACHMENTS

Please include attachments labeled according to the following schedule:

ATTACHMENT A: Annual Academic Calendar

ATTACHMENT B: Student Handbook/School Forms

ATTACHMENT C: Student Discipline Policy

ATTACHMENT D: Enrollment Policy

ATTACHMENT E: Letters of Support/MOUs/Contracts from the Community

ATTACHMENT F: Governance Documents

        F1. Articles of Incorporation

        F2. Proof of non-profit and tax-exempt status

        F3. By-laws

        F4. Code of Conduct

        F5. Conflict of Interest Policy

        F6. Board member resumes or biographies

        F7. Board policies

ATTACHMENT G: School Organizational Chart

ATTACHMENT H: Student Achievement Data (if available)

ATTACHMENT I: Employee Manual/Personnel Policies

ATTACHMENT J: Insurance Coverage

ATTACHMENT K: CMO Agreement (if applicable)

ATTACHMENT L: Network Annual Report

ATTACHMENT M: Network Organizational Chart

ATTACHMENT N: Planning and Budget Worksheet

ATTACHMENT O: Budget Narrative

ATTACHMENT P: Network Financial Plan

ATTACHMENT Q: Student Achievement/Growth Results

ATTACHMENT R: School Reports/Authorizer Evaluations

ATTACHMENT S: School Financials

ATTACHMENT T: Litigation Documents (if applicable)

CHECKLIST
For Category 1 Applicant

☐ General Information

☐ Assurances

☐ Executive Summary

☐ 1.1

☐ 1.2

☐ 1.3

☐ 1.4

☐ 1.5 (if applicable)

☐ 1.6 (if applicable)

☐ 1.7

☐ 1.8

☐ 1.9

☐ 1.10

☐ 1.11

☐ 1.12

☐ 2.1

☐ 2.2

☐ 2.3

☐ 2.4

☐ 2.5

☐ 2.6

☐ 2.7

☐ 2.8

☐ 2.9

☐ 2.10 (if applicable)

☐ 2.11

☐ 3.1

☐ 3.2

☐ Attachment A

☐ Attachment B

☐ Attachment C

☐ Attachment D

☐ Attachment E

☐ Attachment F

☐ Attachment G

☐ Attachment H

☐ Attachment I

☐ Attachment J

☐ Attachment K (if applicable)

☐ Attachment N

☐ Attachment O

CHECKLIST
For Category 2 Applicant

- ☐ General Information

- ☐ Assurances

- ☐ Executive Summary

- ☐ 1.1

- ☐ 1.2

- ☐ 1.3

- ☐ 1.4

- ☐ 1.5 (if applicable)

- ☐ 1.6 (if applicable)

- ☐ 1.7

- ☐ 1.8

- ☐ 1.9

- ☐ 1.10

- ☐ 1.11

- ☐ 1.12

- ☐ 2.1

- ☐ 2.2

- ☐ 2.3

- ☐ 2.4

- ☐ 2.5

- ☐ 2.6

- ☐ 2.7

- ☐ 2.8

- ☐ 2.9

- ☐ 2.10 (if applicable)

- ☐ 2.11

- ☐ 2.12

- ☐ 2.13

- ☐ 2.14

- ☐ 2.15

- ☐ 3.1

- ☐ 3.2

- ☐ 3.3

- ☒ 4.1

- ☐ Attachment A

- ☐ Attachment B

- ☐ Attachment C

- ☐ Attachment D

- ☐ Attachment E

- ☐ Attachment F

- ☐ Attachment G

- ☐ Attachment H

- ☐ Attachment I

- ☐ Attachment J

- ☐ Attachment K (if applicable)

- ☐ Attachment L

- ☐ Attachment M

- ☐ Attachment N

- ☐ Attachment O

- ☐ Attachment P

- ☐ Attachment Q

- ☐ Attachment R

- ☐ Attachment S

- ☐ Attachment T (if applicable)

CHECKLIST
For Category 3 Applicant

☐ General Information

☐ Assurances

☐ Executive Summary

☐ Application of school being replicated

☐ 1.2

☐ 1.3(i)

☐ 1.5 (if applicable)

☐ 1.8

☐ 1.11

☐ 1.12

☐ 2.12

☐ 2.13

☐ 2.14

☐ 2.15

☐ 3.1

☐ 3.2

☐ 3.3

☐ 4.1

☐ Attachment A

☐ Attachment D

☐ Attachment E

☐ Attachment L

☐ Attachment M

☐ Attachment N

☐ Attachment O

☐ Attachment P

☐ Attachment Q

☐ Attachment R

☐ Attachment S

☐ Attachment T (if applicable)

CHECKLIST
For Category 4 Applicant

☐ General Information

☐ Assurances

☐ Executive Summary

☐ Original Application

☐ 1.2

☐ 1.3(i)

☐ 1.7(a)

☐ 1.8

☐ 1.11

☐ 1.12

☐ 2.2

☐ 2.3

☐ 2.7

☐ 2.9(g)

☐ 2.10(b) (if applicable)

☐ 3.1

☐ 3.2

☐ 4.1

☐ Attachment A

☐ Attachment D

☐ Attachment E

☐ Attachment K (if applicable)

☐ Attachment N

☐ Attachment O

☐ Attachment Q

☐ Attachment R

☐ Attachment S

☐ Attachment T (if applicable)