



**A C H I E V E M E N T**  
**S C H O O L D I S T R I C T**

CHARTER SCHOOL REQUEST FOR PROPOSALS  
Neighborhood Schools Opening Fall 2016 and  
Beyond

*Released February 17, 2015*



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## Section I. Introduction from Superintendent Chris Barbic

Dear Charter Applicant,

On behalf of the Tennessee Achievement School District (ASD) and our 6,500 incredible students, we sincerely thank you for your interest in applying to operate a high-performing school as part of our district. Whether you are applying to operate a single charter or to add to an existing network of schools, we understand the tremendous amount of work and commitment required to open and run a high-performing school.

Our mission is bold: change our students' life trajectories by moving the bottom 5% schools (Priority Schools) to the top 25% in five years. Every child has great potential, and schools have the ability and responsibility to unlock this potential. We believe that high-performing charter partners are critical to moving schools to the top 25% because they give educators the freedom to use their best ideas to ignite student learning and they put power back in the hands of parents.

The development and release of this Request for Proposals (RFP) marks the ASD's fifth generation of charter authorizing. With this year's process comes a refined focus on specific needs not fully addressed by our current high-quality options. The RFPs will narrow the focus of the 2015 authorization process to alternative programs and specific grade-divisions needed in the neighborhoods we serve across Tennessee. Applicants who choose to move forward in this process must meet one of these two needs, and in exchange will be provided the opportunity to lead the way and create powerful "proof points" for what is possible for all students in Tennessee.

The ASD is committed to quality in every aspect of our operation, and we firmly believe that quality authorizing leads to quality schools. We want to be clear that we are committed to authorizing charters only to the teams we believe demonstrate the capacity necessary-in academics, finance, operations, and the community-to operate high-performing schools. Our goals are too ambitious, and the nature of our work too difficult, for us to provide our students and families with anything less than the very best the charter community can provide. To that end, we are contracting with experienced evaluators locally and across the country to review the applications we receive. All of the evaluators were selected through a rigorous process, and we are confident that we have created a demanding, thorough, and transparent application and review process.

As you complete your application, please feel free to contact us with any questions. You can direct questions to Anna Kucaj, Charter Authorization & Special Projects Manager, at [RFPsupport@tn-asd.org](mailto:RFPsupport@tn-asd.org). Our team is committed to responding to your questions within 48 hours and ensuring the application and review process is fair and transparent.

Again, thank you for your interest in joining our effort to build the possible and deliver a life-changing education to every ASD student in Tennessee.

Sincerely,

Chris Barbic  
Superintendent



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## Section II. Instructions

### **OPERATOR APPLICANT INSTRUCTIONS**

#### **Specifications**

- This RFP may be completed with responses following each question, or by submitting a longer response at the end of each subsection (e.g., Parent and Community Involvement, Driving for Results, Human Resources, etc.).
- All elements of the application must be typed with 1-inch page margins and 11-point Cambria font, single-spaced.
- Each major section (Executive Summary, Meeting the Need, Academic Plan, etc.) must begin on a separate page, as indicated in the RFP document.
- Place the proposed school name in the header of all pages submitted as part of the application, including the Intent to Apply and all attachments.
- References and citations should be placed in the footer.
- If a particular question does not apply to your team or application, simply respond “Not Applicable,” AND state the reason this question is not applicable to your team or proposal.
- All questions, including those identified as “Not Applicable” and tables not utilized must be left in the document. Responses may not exceed 100 pages, meaning that the final submission, including all introductory sections and RFP questions (which constitute 34 pages), must be equal to or less than 134 pages.
- Attachments are not included in the narrative page limit.
- All required attachments should be clearly labeled and uploaded in the file format specified and with the file names provided.
- Applicants **MUST** submit applications electronically through the SharePoint platform following instructions provided in the Notification of Eligibility and must use the following templates. All other attachments may be formatted at the applicant’s discretion. All documents, other than budget documents better suited to Excel, must be submitted as PDF documents.
  - Intent to Apply Template; *Note: There are separate Start Up and Experienced Operator versions.*
  - Application Coversheet
  - Statement of Assurances
  - Proposal Narrative Template; *Note: There are two separate RFPs outlining different needs. Please select the correct one.*
  - Charter School Board Member Information Sheet Template; *Note: There are separate Start Up and Experienced Operator versions.*



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- Board Membership Template
- Incubation Year Planning Table
- Financial Plan Workbook (submit in Excel)
- The following is a list of attachments to accompany the application:
  1. Letters of Community Support/Partnership
  2. Student/Parent Handbook
  3. Leadership team job descriptions
  4. Resumes and student achievement data for school leader (*if applicable; Note: required for Start-Up applicants*)
  5. Competencies used for school leader selection
  6. Regional Director resume or job description (*if applicable*)
  7. Teacher evaluation tool(s)
  8. School leader evaluation tool(s)
  9. Network organizational charts (*if applicable*)
  10. Board Member Template
  11. Board Member Information Sheets
  12. Board Bylaws, Code of Ethics and Conflict of Interest Policies
  13. Incubation Year Planning Table
  14. CMO/ESP agreement documentation (*if applicable*)
  15. Operational execution plan
  16. Proof of Facility Commitment (*if applicable*)
  17. Insurance coverage
  18. Budget narrative
  19. Financial Plan Workbook
  20. Network Budget (*if applicable*)
  21. Network historical financial documents (*if applicable*)
- When submitting resumes and biographies, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.).
- Complete all sheets in the Financial Plan Workbook.
- Review all elements of your application for completeness before submitting. Incomplete applications will not be accepted, and applicants are not able to amend, revise, or supplement their application after it has been submitted.
- Additional information on the authorization process, including responses to a list of Frequently Asked Questions, can be found in the document titled "2015 Charter RFP Guidance" under [Resources](#).

### Submission Instructions

1. To be eligible to submit a full proposal for the 2016-17 school year cycle, **applicants must first submit the Intent to Apply packet by 5:00 pm CT on March 16<sup>th</sup>, 2015**. *Note: Experienced operators will be notified by the ASD (as indicated in the*



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*Intent to Apply document) if they meet the academic track record standards to submit a proposal.*

2. Applications should be prepared using the templates and online submission process established by the ASD. **Intent to Apply documents must be submitted via email to [CharterRFP@tn-asd.org](mailto:CharterRFP@tn-asd.org). Documents should be submitted as attachments; any content in the body of the email will not be considered.** Subsequent Instructions for submitting proposals will be provided in the Notification of Eligibility following approval of the Intent to Apply.
3. In order to complete and submit your RFP packet, you will need to meet the following minimum technology requirements:
  - a. A local copy of Microsoft Office Word 2013 and Microsoft Office Excel 2013
  - b. A local copy of Adobe Reader Version XI or higher
  - c. Microsoft Internet Explorer Version 9 or above OR Google Chrome Version 40 or above
  - d. A reliable Internet connection
  - e. A laptop or desktop computer with at least 50 Mb of free space to store downloaded RFP documents and local copies of your RFP submission
4. Applicants may upload proposals up to 5:00 pm CT on April 24<sup>th</sup>, 2015. Once the proposal is submitted, applicants will be unable to access, edit, or revise proposals.
5. **The submission portal will automatically shut down access to all applications at 5:00 pm CT on April 24<sup>th</sup>, 2015.** Be sure to allow adequate time to upload all documents before the deadline. **Late submissions, including applications that are partially uploaded, will not be accepted. Emailed and/or printed copies of sections will not be accepted.**
6. You will upload each element of the application (e.g., Cover Sheet, Proposal, Financial Workbook, attachments, etc.) separately using the online portal.
7. **Automatic Waivers of State Statutes and Rules** By submitting this application, the applicant requests a waiver of all education statutes and rules of the State Board or Department of Education, except those listed in T.C.A. § 49-13-105 or included by reference (such as statutes and rules related to licensing of charter school teachers) in Title 49, Chapter 13 (the Tennessee Public Charter Schools Act).
8. Charter proposals are read and scored by an external team of evaluators from Tennessee and across the nation, each of whom has expertise in academics, operations, and/or finance, as well as the communities being served.
9. The Superintendent will make qualification decisions based on Evaluation Team recommendations. Please note that, by law, all Achievement School District authorization decisions are final and may not be appealed.



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## Section III. Request for Proposals

### **Application – SCHOOLS OPENING FALL 2016**

**All applicants must submit their response to the Request for Proposals (RFP) no later than 5:00 pm CT on April 24<sup>th</sup>, 2015.** Applications should include only the information requested below. Applications should be no more than 100 pages (not including the requested attachments) and must be submitted via the submission platform.

**Please submit an application that addresses the following questions / issues.** There are no page limits for individual sections except for the Executive Summary. The total application may not exceed 100 pages (not including the requested attachments).

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Review teams will be able to navigate well-organized, effectively edited documents easily, thereby focusing their energy on reviewing the content of each application. Grammar, spelling, and formatting all make an impression on a reviewer.

The purpose of this RFP is to assess the potential of charter applicants to produce high-quality student outcomes, putting Tennessee schools in the bottom 5% on track to the top 25% in five years.

### **Executive Summary**

#### *4 Page Limit*

Provide a brief overview of your proposed school, including:

- Proposed model and target community
- The outcomes you expect to achieve
- The key components of your educational model
- The values, approach, and leadership accomplishments of your school leader or leadership team
- Key supporters, partners, or resources that will contribute to your school's success



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## **MEETING THE NEED – NEIGHBORHOOD SCHOOL MODEL**

The Achievement School District (ASD) is excited to launch a Request for Proposals for neighborhood charter school models. The ASD was designed by legislation to turn around schools on the Priority List and/or provide new options for students zoned to attend Priority List schools. Based on three-year academic performance trends of the current Priority List (re-run every three years), more middle and high school turnaround partners are needed in Memphis, and additional elementary, middle, and high school partners in Nashville. Specific schools and feeder patterns will be decided after 2014-15 school year performance data is released this summer/fall.

Please note that these needs are subject to change, even after authorization. Several factors affect these needs, such as:

- The law limiting ASD schools to serving only students currently attending or zoned to attend Priority Schools,
- The academic performance of existing ASD schools: operators planning to grow and operators that may be subject to replacement, and
- Need determined by future Priority Lists.

### SCHOOL REGION & TYPE

*Please note that applications will only be accepted for the tiers and school types listed below*

#### Nashville

- Elementary
  - New Start
  - Turnaround
    - Phase-In
    - Full Transformation
  
- Middle
  - New Start
  - Turnaround
    - Phase-In
    - Full Transformation
  
- High
  - New Start
  - Turnaround
    - Phase-In
    - Full Transformation

#### Memphis

- Middle
  - Turnaround
    - Full Transformation
  
- High
  - New Start
  - Turnaround
    - Phase-In
    - Full Transformation



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## TARGETED PLAN

- (1) Describe your interest in serving this specific community.
- (2) Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the Achievement School District.

## PARENT AND COMMUNITY INVOLVEMENT

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.
- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- (3) Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
- (4) Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. 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. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
- (5) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?
- (6) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the group is new to Tennessee, describe how your previous work has prepared you to establish relationships and supports in this new community.

## PHASE IN/FULL TRANSFORMATION PLANNING (TURNAROUND ONLY)



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*The ASD welcomes applicants who wish to provide new opportunities to underserved students by transforming chronically underperforming schools through either a Phase-In or Full Transformation Model. Applicants must have a clear plan for dramatically improving persistently underperforming school cultures, working effectively with the existing school community, significantly raising student achievement, and meeting the needs of at-risk populations. Phase-In and Full Transformation Operators are expected to establish strong partnerships with the school community. Please note that only partners pursuing full transformation of a neighborhood school will be considered for middle schools in Memphis.*

- (1) Describe your organization's prior experience in taking over or turning around an underperforming school.
- (2) Describe specific ways that you will engage and transform the existing school culture as you prepare to open and during the first year of operation. How will you determine what you will keep, modify, or add?
- (3) For Phase-In Schools (co-locating). *If you plan to apply as a Full Transformation Model School, please put "n/a."*
  - a. Explain how the phase-in school will establish a visual identity while simultaneously respecting and reinforcing the building history, role in the community, and campus identity.
  - b. Describe how you will transition to a shared campus. Include your approach to shared space, resources, and services, and your approach to facilitating solutions to building-wide issues and supporting campus collaboration. Be sure to outline any essential elements for co-location.
  - c. 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?



## ACADEMIC PLAN

### MISSION & VISION

*The mission of your non-profit should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your non-profit should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Tennessee Public Charter Schools Act and the mission of the Achievement School District and serves as the foundation for the entire proposal.*

- (1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.
- (2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.
  - a. Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

### TRANSFORMATIONAL CHANGE

*The ASD is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:*

- *Puts forth a model that will result in double-digit academic gains, and*
  - *Has a solid plan to move schools from the bottom 5% toward the top 25% in TN within 5 years. School progress is evaluated based on the ASD's School Performance Framework ([SPE](#)).*
- (1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the ASD's ambitious academic goals. Specifically describe how your students, most of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the ASD's 5-year academic goals.
  - (2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:
    - Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
    - Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
    - Structures (e.g., blended learning, small learning communities, small class sizes, etc.)
  - (3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.



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- (4) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

## CURRICULUM & INSTRUCTIONAL DESIGN

*The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Tennessee Curriculum Standards (found [HERE](#)).*

- (1) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that ASD schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- (2) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. What student academic support resources should your school expect from the CMO (if applicable)? How will you measure the success of your academic remediation efforts (in year 1, year 3, and year 5)? How will you communicate the need for remediation to parents?
- (3) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill TN's required Response to Intervention model. More information about TN requirements can be found [HERE](#).
- (4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Tennessee law classifies intellectually gifted students as eligible for special education services. How will staffing be structured to ensure that gifted students are adequately supported?
- (5) Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

## HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (High School Applicants Only)

High schools approved by the ASD will be expected to meet the Tennessee Graduation Requirements (explained [HERE](#)).

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation



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requirements for the school will exceed those required by the State of Tennessee, explain the additional requirements.

- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.
- (4) In the table below, provide the school’s exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do. You may add or delete rows as needed.

Standard	Measure/Assessment	Proficiency Threshold

## DRIVING FOR RESULTS

*The ASD will evaluate the performance of every charter school annually, and for renewal, replication, and replacement purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the ASD School Performance Framework (available [HERE](#)). The academic performance standards, known as the Composite Performance Score, consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state and ASD policies, including fulfillment of the governing board’s fiduciary obligations related to sound governance.*

*Applicants may propose to supplement, but not replace, the ASD’s performance standards with school-specific academic or organizational goals.*



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- (1) Describe any mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.
- (2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed ASD expectations for the School Performance Framework indicators and to meet state expectations for student academic growth. You may add or delete rows as needed. Also:
- Describe your presumed baseline and explain how it was set. Information about the current state of schools on the Priority List can be found [HERE](#).
  - Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

Goal	Evaluation Tool and Frequency	Baseline	2016-17	2017-18	2018-19

- (3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards ASD and state proficiency targets and describe how they will be used.
- How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?
  - Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school’s curriculum, performance goals for the school and the ASD, and state standards.
  - Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.
  - Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?
  - Regardless of grade levels served, new charter schools will not receive an SPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals



throughout the school’s first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4

- (4) Describe the process for collecting and storing data, including the information system(s) used.
- (5) Experienced Operators Only: Describe the process for collecting and reporting data across the network of schools. *If this is your first school, please put “n/a”.*

#### AT-RISK STUDENTS AND SPECIAL POPULATIONS

*Pursuant to State and federal law, ASD schools are required to serve the needs of all students in special populations.*

*The ASD operates under the following principles with regards to special populations of students:*

1. *ASD schools serve all zoned or ASD-eligible students. ASD schools do not deny the enrollment of any student based on needs or disability.*
2. *ASD schools are to ensure streamlined access for all students requiring special programs.*
3. *ASD schools develop programs to support the needs of their students.*
4. *ASD schools do not counsel or kick any students out.*
5. *ASD schools utilize best practices to expose students to the most inclusive environments appropriate.*
6. *If needed, an ASD school is responsible for developing more restrictive placements to meet the needs of the highest needs students.*
7. *ASD schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school’s leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

#### At-Risk Students

- (1) How do you define “at-risk” students? What are the methods for identifying at-risk students through academic and behavioral processes?



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- (2) Describe your RTI model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.
- (3) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

### Special Education

- (1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: How will the school identify students in need of additional supports or services?
  - a. (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
  - b. (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
  - c. (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
- (3) Continuum of Services: How will the operator provide a full continuum of instructional options for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.
- (4) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?
- (5) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?
- (6) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (7) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?



- (8) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

### English Language Learners

- (1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?
- (2) Placement: What staff will be responsible for administering the W-APT to new students? How will the results of this assessment be communicated to parents?
- (3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students?
- (4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?
- (5) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?
- (6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

### Homeless/Migrant Services

- (1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?
- (2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe? More information on the supports for homeless students can be found in the ASD Policies folder [here](#).

### SCHOOL STRUCTURE: CULTURE

- (1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
- (2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?
- (3) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.





- (4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.
- (5) Describe how the school plans to align staff and students around high expectations for student behavior.
- (6) Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.
- (7) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5)? How will you communicate the need for remediation to parents and invest them in supports?

#### SCHOOL STRUCTURE: STUDENT DISCIPLINE

- (1) Provide, as Attachment 2, the school student/parent handbook which includes the following. More information about the ASD's required policies can be found [HERE](#).
  - a. Vision/Mission
  - b. School Calendar
  - c. Operation Hours
  - d. Daily Schedule
  - e. Activity Schedule
  - f. Attendance/Truancy Policy
  - g. ASD Truancy Policy
  - h. Uniform Policy
  - i. Discipline Policy
    - i. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.
  - j. Suspension/Expulsion Policy
    - i. 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.
  - k. Parent Grievance Policy
  - l. Student Agreement (academics/behavior)
  - m. Parent Agreement (academics/behavior)
  - n. Teacher Agreement (academics/behavior)
- (2) Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and district? How will you use this data to make needed changes for school culture?
- (3) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?



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(4) In the table below, outline your quarterly goals around student behavior (*add rows as needed*).

Goal	Metric/Evaluation Tool	Quarter 1	Quarter 2	Quarter 3	Quarter 4

(5) How do you plan to reward and acknowledge those students/staff members who meet these goals?

#### SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- (1) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.
- (2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
- (3) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

#### A DAY IN THE LIFE & SCENARIOS

- (1) Describe a typical school day from the perspective of a student in a grade who will be served in your first year of operation.
- (2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.
- (3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down Syndrome. This student lives in the



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school's zone (or is zoned to a Priority School, and is therefore entitled to enroll in your school, if you are applying as a New Start). Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

(4) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).

(a) Your annual accountability targets for each subject require that you grow the whole-school %Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD, both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0



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	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0
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## **OPERATIONS PLAN**

### LEADERSHIP TEAM

- (1) Describe the proposed organizational model; include the following information:
  - a. Organizational charts for year one **and** one for when the school is at full capacity
  - b. Job descriptions for each leadership role (provide as Attachment 3)
  - c. Resumes of all current leadership (provide as Attachment 4). NOTE: School leaders/principals must be identified for any Start-Up application (0-1 schools at the time of applying)
    - i. Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 4)
  
- (2) Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
  - a. School leadership, operations, and governance;
  - b. Curriculum, instruction, and assessment;
  - c. At-risk students and students with special needs;
  - d. Performance management; and
  - e. Parent and community engagement.
  
- (3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 5).
  
- (5) Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.
  
- (6) Explain your school leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader’s guidance?
  
- (7) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

### LEADERSHIP FOR EXPANSION (*EXPERIENCED OPERATORS ONLY*)



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- (1) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- (2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 6). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
  - a. If a regional director candidate has not yet been identified, provide the job description (as Attachment 6) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: In order for experienced operator applicants to proceed to the third phase of the application process, the regional leader (*Regional Director, Executive Director, etc.*) MUST be identified by the time of the capacity interview for any operator proposing to open in the fall of 2016.

## STAFFING

- (1) Complete the following table indicating projected staffing needs for the proposed school over the next five years. Experienced operators should also complete the second table outlining projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

### Proposed New School

Year	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Management Organization Positions</b>					
[Specify]					
[Specify]					
[Specify]					
[Specify]					
[Specify]					
[Specify]					
[Specify]					
<b>Total Back-Office FTEs</b>					
<b>School Staff</b>					
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					
<b>Total FTEs at School</b>					

*Network (Experienced Operators Only)*

Year	2016-17	2017-18	2018-19	2019-20	2020-2021
Number of elementary schools					
Number of middle schools					
Number of high schools					
<b>Total schools</b>					
Student enrollment					
<b>Management Organization Positions</b>					
[Specify]					
[Specify]					
[Specify]					
[Specify]					
[Specify]					
[Specify]					
[Specify]					
[Specify]					
<b>Total Back-Office FTEs</b>					
<b>Elementary School Staff</b>					
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					
<b>Total FTEs at Elementary Schools</b>					
<b>Middle School Staff</b>					
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					
<b>Total FTEs at Middle Schools</b>					
<b>High School Staff</b>					
Principals					
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					



<b>Total FTEs at High Schools</b>					
<b>Total Network FTEs</b>					

## HUMAN RESOURCES

- (1) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.
- (2) Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing teachers.
- (3) Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a “typical” school.
- (4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- (5) Explain how teachers will be supported and developed. Describe the school’s performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 7, as well as any supporting protocols or documentation. More information about the requirements for teacher evaluation in Tennessee can be found [HERE](#).
- (6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 8, your leadership evaluation tool(s), as well as any supporting protocols or documentation.
- (7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Tennessee and Achievement School District laws, policies, and procedures.
- (8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.
- (9) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.
- (10) Does your organization utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.
- (11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional





support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

**SCALE STRATEGY (EXPERIENCED OPERATORS ONLY)**

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization and the new schools.
- (2) If your organization operates schools in other states, compare your efforts to scale operations to Tennessee to past scale efforts in other states.
- (3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.
- (4) Explain any shared or centralized support services the network organization will provide to schools in Tennessee.
- (5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the organization will measure successful delivery of these services. In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment 14. Note that Tennessee law does not allow charter schools to contract for the management or operation of the school with a for-profit entity.
- (6) Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Network/Management Organization 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		
HR Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
IT		
Facilities Management		
Vendor Management / Procurement		
Student Support Services		
Other operational services, if applicable		

(7) Provide, as Attachment 9, the following organization charts:

- a. Year 1 network as a whole (including both network management and schools within the network)
- b. Year 3 network as a whole
- c. Year 5 network as a whole

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with a charter management organization or other non-profit education management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

## STUDENT RECRUITMENT AND ENROLLMENT



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ASD charter schools may only enroll students geographically zoned to attend an ASD-eligible school (on the [Priority List](#), as designated by the Tennessee Department of Education). Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students. More information on student enrollment can be found in the ASD Policies folder [here](#).

- (1) For New Start Model Schools: Explain the plan for student recruitment and marketing that will provide equal access to interested ASD students and families. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. Please indicate if you plan to focus your student recruitment efforts in specific communities or selected Priority School attendance areas. *If you plan to apply as a Phase-In or Full Transformation model school, please put "n/a."*
  - a. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? Outline specific targets in the table below. *If you do not plan to apply as New Start model school, please put n/a*
  
- (2) For Phase-In or Full Transformation Model Schools: Explain the plan for student recruitment, especially how the school plans to ensure parents and students do not opt out of the new school. Describe how this plan will successfully transition and retain students who currently attend or are zoned to attend the school(s) being turned around. Provide a detailed description of the plan to gain parent and community support. *If you plan to apply as a New Start model school, please put "n/a."*
  - a. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of a zoned population of students?
  
- (3) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones?
  
- (4) Complete the following table for the proposed school to open in 2016-17. Experienced Operators applying for multiple schools must complete one enrollment summary table for each school opening in fall 2016. Please note that this table represents the proposed ideal enrollment; actual enrollment for Turnaround Schools will be determined by enrollment within the school zone.

Grade Level	Number of Students					
	2016-17	2017-18	2018-19	2019-20	2020-21	At Capacity 20__
Pre-K						
K						
1						
2						



3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

- (5) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

### BOARD GOVERNANCE

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- (2) Describe the governance structure of the proposed school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- (3) Please submit board member information in the provided Board Member Template (provide as Attachment 10). Please note that at least 50% of the board for SY 2016-2017 must be identified by the interview (June 2015).
- (4) Provide, as Attachment 11, a completed and signed Board Member Information Sheet for each proposed Board member as well as the board member’s resume.
- (5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.
- (6) If this application is being submitted by an existing non-profit organization respond to the following (put “n/a” if not applicable):
- a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
  - b. If the non-profit’s current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
  - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit’s board will be.



- (7) Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 12, the board’s proposed Bylaws, Code of Ethics, and Conflict of Interest policy.
- (8) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
- (9) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?
- (10) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- (11) Describe the working relationship between the board and staff (academic, operations, and financial). Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
- (12) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.
- (13) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- (14) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure




## INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2015-2016) to ensure that the school is ready for a successful launch in fall 2016. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 13.
- (2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- (3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

## SCHOOL MANAGEMENT CONTRACTS

*If the applicant does not intend to contract with a non-profit education service provider (ESP) or management organization, mark "Not Applicable" and skip to the next sub-section.*

- (1) How and why was the ESP selected?
- (2) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- (3) Provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities.
- (4) Please provide the following in Attachment 14:
  - a. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the ESP; performance evaluation measures and mechanisms; detailed explanation of



compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

- b. A draft of the proposed management contract;
- c. Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Tennessee.

## SERVICES

- (1) Provide, as Attachment 15, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
  - a. Transportation: Describe your plans for providing student transportation. More information on the transportation policy can be found under ASD Policies [here](#).
  - b. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider
  - c. Facilities maintenance (including janitorial and landscape maintenance)
  - d. School health and nursing services
  - e. Purchasing processes
  - f. Safety and security (include any plans for onsite security personnel)
- (2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support. Also include your plans for accessing eRate, if any.
- (3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information. Include the Student Information System (SIS) that you intend to use, why it was chosen, and how you will build capacity around the use of the software. If you are new to Tennessee, explain your plan to determine Tennessee specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to District trainings and regularly monitor student information for accuracy.
- (4) Data Security: ASD operators record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

## FACILITIES



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The ASD's chartering authority derives from its statutory authority to assume the operation of chronically underperforming schools (as defined by the Tennessee Department of Education [Priority List](#)). This RFP is designed to identify qualified operators who can then be matched with appropriate facilities as schools come under the ASD's authority (Turnaround) or to understand an applicant's plans for securing a facility (New Start). Regardless of the site, an ASD charter school must serve exclusively children who are currently attending or are zoned to attend a school that is on the Priority List.

If you are seeking to turnaround an existing public school facility as a Phase-In or Full Transformation model (to be identified by the ASD), complete Part A.

If you intend to identify and operate in an independent facility as a New Start school (not managed by the ASD), complete Part B.

#### Part A - Turnaround School Facilities (Full Transformation, Phase-In)

- (1) Describe the basic facilities requirements for accommodating your plan, including the ideal number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities.
- (2) List your ideal specialty classroom options (e.g., science labs, art room, computer labs, library/media center, auditorium, athletic rooms, etc.).
- (3) List your ideal administrative/support space (e.g., main offices, satellite office, work room/copy room, etc.).
- (4) Identify any other significant facilities needs not already specified (e.g., playground, football field, etc.).
- (5) Discuss contingency plans in the event that you do not receive your desired facility requests. Please list all essential elements with regard to space needs.

#### Part B - Independent Facilities (New Start)

- (1) If you intend to operate a new-start school in an independent facility (not managed by ASD), describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.
- (2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:
  - a. Total project cost
  - b. Financing and financing assumptions
  - c. Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.
- (3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the





facility. Charter school facilities must comply with health and safety requirements (per T.C.A. § 49-13-111). In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

- (4) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
- (5) Explain the organization's plan to maintain the independent facility.

## ONGOING OPERATIONS

- (1) ASD schools coordinate emergency management with the surrounding school district. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Tennessee. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? References can be found [HERE](#).
- (2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and other.

## **FINANCIAL PLAN**

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.
- (2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 18. Include the following:
  - a. Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
  - b. Anticipated Funding Sources: Indicate 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 commitment for any funds on which the school's core operation depends.
  - c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.



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- d. Year 1 cash flow contingency in the event that revenue projections are not met in advance of opening.
- (3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.
- (4) *Experienced Operators Only:* Submit, as Attachment 20, a detailed budget for the operator at the network level (the format of this is left to the applicant’s discretion).
- (5) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Tennessee.
- (6) *Experienced Operators Only:* Provide, as Attachment 21, historical financial documents for the charter network, preferably audited financial records. This may be provided in the format of your choosing. *If this is your first school, please put “n/a.”*

**In developing your budget, please use the following figures to estimate per pupil funding. The per pupil estimates include state funding, local funding, and capital outlay. These figures are estimates based on figures from 2014-2015 and should be used for planning purposes only.**

<b>Type of Funding</b>	<b>Davidson County</b>	<b>Shelby County</b>
Basic Education Program	\$9,143	\$8,091
Title I (per eligible student)	\$545	\$545
Title II (per student)	\$47	\$47
IDEA (per student with IEP)	\$921	\$921





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