



Williamson County Board Work Session

April 15, 2021 6:00 PM

Electronically pursuant to Executive Orders #16 and #78 signed by Governor Bill Lee

1. Call to Order

a. As it is necessary to protect public health, safety, and welfare, Williamson County Schools is officially meeting electronically in light of the coronavirus pursuant to Executive Orders #16 and #78 signed by Governor Bill Lee and Waiver of Williamson County School Board Policy 1.400.

2. Consent Agenda

a. Approval of the March 22, 2021 School Board Meeting Minutes

b. Approval of Board Policies - Second Reading

I. 4.600 Report Cards and Grading Systems

II. 5.104 Equal Opportunity Employment

III. 5.200 Separation Practices for Tenured Teachers

IV. 5.201 Separation Practices for Non-Tenured Teachers

c. Approval of Centennial High School Football Locker Replacement

3. Superintendent's Report (60 Minutes)

4. Operations Report (5 minutes)

5. Board Chair Report (10 minutes)

6. New Business (45 Minutes)

a. 2020 - 2021 School Board Budget

I. Approval of General Purpose School Fund Amendment 4.21 Private Grant for Sunset Middle Walking Trail - \$20,000.

II. Approval of Resolution 5.21 Transfer from School Federal Projects to General Purpose School Fund for ESSER Grant 2.0 - \$2,325,328.

III. Approval of 2021-2022 Capital Fund

b. Foundations Autism Charter School Application

c. Approval of the 2019-2020 Tenure Recommendations - (Annual Agenda Item)

d. Approval of Facilities Use Fee Schedule (Board Policy 3.206) (Annual Agenda Item)

e. Approval of WCS Online K-8 School and High School

f. Approval of Board Policies - First Reading (10 min)

I. 1.403 Agendas

7. Monthly Reports & Miscellaneous Information

a. End of the Month Financials

b. March Purchasing Report

c. April Fieldtrips - No Cost

d. Charter School Application and Scoring Rubrics



Williamson County School Board Meeting

March 22, 2021 6:30 PM

Electronically pursuant to Executive Orders #16 and #78 signed by Governor Bill Lee

Attendance Taken at 6:31 PM.

Mrs. Jennifer Aprea:	Present
Mr. Dan Cash:	Present
Ms. Sheila Cleveland:	Present
Mrs. Angela Durham:	Present
Mrs. Candace Emerson:	Present
Mr. Brad Fiscus:	Present
Mr. Jay Galbreath:	Present
Mrs. Nancy Garrett:	Present
Mr. KC Haugh:	Present
Mr. Eliot Mitchell:	Present
Mr. Eric Welch:	Present
Mr. Rick Wimberly:	Present

Present: 12.

1. Call to Order

a. As it is necessary to protect public health, safety, and welfare, Williamson County Schools is officially meeting electronically in light of the coronavirus pursuant to Executive Orders #16 and #78 signed by Governor Bill Lee and Waiver of Williamson County School Board Policy 1.400.

b. Record Attendance

c. Pledge of Allegiance

Madam Chair Garrett called on Board Member Angela Durham to lead the Pledge of Allegiance, followed by a moment of silence.

2. Items of Particular Public Interest (Public Comment)

The following fifteen Williamson County residents spoke during public comment.

Karen Rayl spoke about registration and next year's goals.

Harmony Kennedy spoke about racism and bullying.

Jada Murriel spoke about racism and keeping the Fostering Healthy Solutions consultant past July.

Jessica Cordova spoke about next year and returning to normalcy with masks optional.

Sharon Blunt spoke about mask mandates.

April Xenos spoke about next year.

Rebekah Parker spoke about the protocols for the next school year.

Amanda White spoke about having a normal 21-22 school year with mask optional.

Shanera Williamson spoke about hiring a trained professional for diversity.

Kelli Hendry spoke about making mask optional and more tickets for graduation.

Karin Hensely spoke about quarantine.

Danielle McCoin spoke about the diversity team and flex days.

Robin Steenman spoke about the adoption of diversity and inclusion.

Allison Anderson spoke about the mental and well-being of children.

Rachel Weaver spoke about mask optional, quarantine, and graduation.

3. Approval of Agenda

Madam Chair Garrett presented the agenda for approval. Then, she called for a roll call vote.

Motion Passed: Motion by Mr. Eliot Mitchell to approve. A second was made by Mr. Eric Welch.

Mr. Eliot Mitchell: Yes

Mr. Brad Fiscus: Yes

Mrs. Jennifer Aprea: Yes

Mr. Jay Galbreath: Yes

Ms. Sheila

Cleveland: Yes

Mrs. Candace

Emerson: Yes

Mr. Rick Wimberly: Yes

Mr. KC Haugh: Yes

Mr. Eric Welch: Yes

Mrs. Nancy Garrett: Yes

Mrs. Angela Durham: Yes

Mr. Dan Cash: Yes

Yes: 12, Nay: 0

4. Approval of Consent Agenda

Madam Chair Garrett presented the Consent Agenda for approval. Then, she called for a roll call vote.

Motion Passed: Motion by Mr. Rick Wimberly to approve. A second was made by Mr. Eliot Mitchell.

Mr. Eliot Mitchell: Yes

Mr. Brad Fiscus: Yes

Mrs. Jennifer Aprea: Yes

Mr. Jay Galbreath: Yes

Ms. Sheila

Cleveland: Yes

Mrs. Candace

Emerson: Yes

Mr. Rick Wimberly: Yes

Mr. KC Haugh: Yes

Mr. Eric Welch: Yes

Mrs. Nancy Garrett: Yes

Mrs. Angela Durham: Yes

Mr. Dan Cash: Yes

Yes: 12, Nay: 0

a. Approval of the February 15, 2021 School Board Meeting Minutes

b. Franklin High School Replacement of Gymnasium Floor and Revised Logo Multi-Purpose Field

5. Communications to the Board

a. Superintendent's Report

Superintendent Golden thanked the School Board members for attending the meeting. He stated that we are in the fourth quarter of school. Golden said he is so impressed with the skills of the teachers and the effort of the students. Mr. Golden gave CDC updates to the school board. He also said that attendance for graduations and spring sports are being re-evaluated. He mentioned that temperature checks were no longer required to enter schools but may still be required for other events. He said "We will continue to follow the CDC and state health guidelines. That includes this year and next year. I'm optimistic about next year."

Superintendent Golden concluded with an update on the Fostering Healthy Solutions. He re-emphasized that they are helping us to do a better job in making all our students feel safe in the environment at school. Golden said Fostering Healthy Solutions is not creating a curriculum for WCS. They are going to help us set goals and action steps to improve how we serve our students.

b. District Update

1. Student, Staff and School Spotlights

In Student Spotlights, the district honored more than 50 National Merit Finalists. Brentwood High's Patrick Baugh, Shilpa Chowbey, Joe Grundberg, Abby Jordan, Parker Kasiewicz, Tristan Kennedy, Julia Lee, Oakley Martin, Isabel Oldham, Kyle Overton, Michelle Qiu, Samuel Robble, Anna Sullivan, Emily VanSchaack, Steven Walter, Elise Wilkins and Ron Ye were all named Finalists.

Franklin High's Jason Amsler, Connor Beavon, William Foster, Eileen Hsu, Patrick Lama, Daniel Matin, Sara Naughton, Brandon Vaughan, Ella Whatley and Joy Yin were also named Finalists. From Independence High, Joshua Cannon, Benjamin Dondanville, Amelia Prouse and Emma Sower earned the title. Page High's Halle Berg, Anika Kaushik, Logan Sava and Leigh Walters also were recognized.

Ravenwood High students Amy Herd, Christian West, Chris Ebrhim, William Fiechtl, Trisha Mazumdar, Eshani Mehta, Selina Wang, Emma Meyer, Ashlyn Harmon, Peter Salmon, Srihita Adabala and Aaron Wu were all named National Merit Finalists.

Centennial High's Jacob Williams, Nolensville High's Alex Tyki Jones, Summit High's Nevaeh Brinson and Fairview High's Ryan Kilgore also received the honor.

Several of the district's high school media programs stood out at the annual Tennessee High School Press Association (THSPA) awards. Brentwood High's WBHS 9 staff won the Mark Madison Best TV Station award. The Brentwood High WBHS 9 football crew won the Best Sports Coverage of a Live Event category. Brentwood High student Harrison McConnell won Best Sports Show, and Brentwood High student Chad Barker placed first for Best Sports Feature Story. Brentwood High also won Best Public Service Announcement for a video created by Alex Wells, Cami Roadman, Jack Wilson and Zach Kammer. Their teacher is Ronnie Adcock.

Franklin High's Christian Ward won Best Commercial at the THSPA Awards. His teacher is Keri Thompson.

Independence High's Harrison Kyle and Gabe Hall placed first for Best Commercial, and their classmates Bradley Hicks and Sam Wilde won Best Sports Video. Their teacher is Matt Balzer.

Fairview High wrestler Riley Bennett became the Tennessee Secondary School Athletic Association (TSSAA) A-AA State Champion in the 145-pound weight class. He is coached by James Derrick.

c. Board Chair Report

Madam Chair Garrett reminded the School Board members about volunteering at the round 2 vaccine clinics. She also stated that March 29 is the Fostering Healthy Solutions session with the School Board. Garrett also reminded the Board about the dates of the TSBA fall conference. She reminded everyone that there are three ways for constituents to speak to School Board Members, email, phone calls, and public comment.

6. New Business

a. 2020-2021 School Board Budget

I. Approval of General Purpose School Fund Amendment 03.21. GPS Private Grant Award- \$5,000.

Madam Chair Garrett called on Superintendent Golden who recommended approval of the General Purpose School Fund Amendment 03.21 GPS Private School Grant Award in the amount of \$5,000.

Motion Passed: Motion by Mr. Brad Fiscus to approve. A second was made by Mr. Dan Cash.

Mr. Eliot Mitchell: Yes

Mr. Brad Fiscus: Yes

Mrs. Jennifer Aprea: Yes

Mr. Jay Galbreath: Yes

Ms. Sheila Cleveland: Yes

Mrs. Candace Emerson: Yes

Mr. Rick
Wimberly: Yes
Mr. KC
Haugh: Yes
Mr. Eric
Welch: Yes
Mrs. Nancy
Garrett: Yes
Mrs. Angela
Durham: Yes
Mr. Dan
Cash: Yes

Yes: 12, Nay: 0

b. Approval of the 2021 -2022 School Budget

I. General Purpose School Fund

Madam Chair Garrett called on Superintendent Golden who recommended approval of the General Purpose School Fund in the amount of \$412,119,851.

Motion Passed: Motion by Mr. Rick Wimberly to approve. A second was made by Mr. Eric Welch.

Mr. Eliot
Mitchell: Yes
Mr. Brad
Fiscus: Yes
Mrs.
Jennifer
Aprea: Yes
Mr. Jay
Galbreath: Yes
Ms. Sheila
Cleveland: Yes
Mrs.
Candace
Emerson: Yes
Mr. Rick
Wimberly: Yes
Mr. KC
Haugh: Yes
Mr. Eric
Welch: Yes
Mrs. Nancy
Garrett: Yes
Mrs. Angela
Durham: Yes
Mr. Dan
Cash: Yes

Yes: 12, Nay: 0

II. Central Cafeteria Fund

Madam Chair Garrett called on Superintendent Golden who recommended approval of the Central Cafeteria Fund in the amount of \$14,068,454.

Motion Passed: Motion by Mrs. Candace Emerson to approve. A second was made by Mr. Eliot Mitchell.

Mr. Eliot
Mitchell: Yes
Mr. Brad
Fiscus: Yes

Mrs. Jennifer	Yes
Apra:	
Mr. Jay Galbreath:	Nay
Ms. Sheila Cleveland:	Yes
Mrs. Candace Emerson:	Yes
Mr. Rick Wimberly:	Yes
Mr. KC Haugh:	Yes
Mr. Eric Welch:	Yes
Mrs. Nancy Garrett:	Yes
Mrs. Angela Durham:	Yes
Mr. Dan Cash:	Yes

Yes: 11, Nay: 1

III. Extended School Program Fund

Madam Chair Garrett called on Superintendent Golden who recommended approval of the Extended School Program Fund in the amount of \$4,939,16.

Motion Passed: Motion by Mr. Rick Wimberly to approve. A second was made by Mr. Eliot Mitchell.

Mr. Eliot Mitchell:	Yes
Mr. Brad Fiscus:	Yes
Mrs. Jennifer Apra:	Yes
Mr. Jay Galbreath:	Yes
Ms. Sheila Cleveland:	Yes
Mrs. Candace Emerson:	Yes
Mr. Rick Wimberly:	Yes
Mr. KC Haugh:	Yes
Mr. Eric Welch:	Yes
Mrs. Nancy Garrett:	Yes
Mrs. Angela Durham:	Yes
Mr. Dan Cash:	Yes

Yes: 12, Nay: 0

c. Approval of ePlan Esser II CARES Act Grant and Budget for FY2021

Madam Chair Garrett called on Superintendent Golden who recommended approval of the ePlan Esser II CARES Act Grant and Budget for FY2021.

Motion Passed: Motion by Mrs. Candace Emerson to approve. A second was made by Mr. Eliot Mitchell.

Mr. Brad Fiscus: Yes

Mrs. Jennifer
Aprea: Yes

Mr. Jay
Galbreath: Yes

Ms. Sheila
Cleveland: Yes

Mrs. Candace
Emerson: Yes

Mr. Rick
Wimberly: Yes

Mr. KC Haugh: Yes

Mr. Eric Welch: Yes

Mrs. Nancy
Garrett: Yes

Mrs. Angela
Durham: Yes

Mr. Dan Cash: Yes

Mr. Eliot Mitchell: Yes

Yes: 12, Nay: 0

d. Board Policies - First Reading

I. 4.600 Report Cards and Grading Systems

Madam Chair Garrett called on Superintendent Golden who recommended approval of Board Policy 4.600 Report Cards and Grading Systems on first reading.

Motion Passed: Motion by Mrs. Candace Emerson to approve. A second was made by Mr. Dan Cash.

Mrs.
Jennifer Yes

Aprea:

Mr. Jay
Galbreath: Yes

Ms. Sheila
Cleveland: Yes

Mrs.
Candace Yes

Emerson:

Mr. Rick
Wimberly: Yes

Mr. KC
Haugh: Yes

Mr. Eric
Welch: Yes

Mrs. Nancy
Garrett: Yes

Mrs. Angela
Durham: Yes

Mr. Dan
Cash: Yes

Mr. Eliot
Mitchell: Yes

Mr. Brad Yes

Fiscus:

Yes: 12, Nay: 0

II. 5.104 Equal Opportunity Employment

Madam Chair Garrett called on Superintendent Golden who recommended approval of Board Policy 5.104 Equal Opportunity Employment on first reading.

Motion Passed: Motion by Mrs. Nancy Garrett to approve. A second was made by Mrs. Candace Emerson.

Mr. Jay
Galbreath: Yes

Ms. Sheila
Cleveland: Yes

Mrs.
Candace Emerson: Yes

Mr. Rick
Wimberly: Yes

Mr. KC
Haugh: Yes

Mr. Eric
Welch: Yes

Mrs. Nancy
Garrett: Yes

Mrs. Angela
Durham: Yes

Mr. Dan
Cash: Yes

Mr. Eliot
Mitchell: Yes

Mr. Brad
Fiscus: Yes

Mrs.
Jennifer Aprea: Yes

Aprea:

Yes: 12, Nay: 0

III. 5.200 Separation Practices for Tenured Teachers

Madam Chair Garrett called on Superintendent Golden who recommended approval of Board Policy 5.200 Separation Practices for Tenured Teachers on first reading.

Motion Passed: Motion by Mr. Brad Fiscus to approve. A second was made by Mr. Dan Cash.

Ms. Sheila
Cleveland: Yes

Mrs.
Candace Emerson: Yes

Mr. Rick
Wimberly: Yes

Mr. KC
Haugh: Yes

Mr. Eric
Welch: Yes

Mrs. Nancy
Garrett: Yes

Mrs. Angela
Durham: Yes

Mr. Dan
Cash: Yes

Mr. Eliot
Yes

Mitchell:
Mr. Brad Fiscus: Yes
Mrs. Jennifer Aprea: Yes
Mr. Jay Galbreath: Yes

Yes: 12, Nay: 0

IV. 5.201 Separation Practices for Non-Tenured Teachers

Madam Chair Garrett called on Superintendent Golden who recommended approval of Board Policy 5.201 Separation Practices for Non-Tenured Teachers on first reading.

Motion Passed: Motion by Mrs. Angela Durham to approve. A second was made by Mr. Brad Fiscus.

Mrs. Candace Emerson: Yes
Mr. Rick Wimberly: Yes
Mr. KC Haugh: Yes
Mr. Eric Welch: Yes
Mrs. Nancy Garrett: Yes
Mrs. Angela Durham: Yes
Mr. Dan Cash: Yes
Mr. Eliot Mitchell: Yes
Mr. Brad Fiscus: Yes
Mrs. Jennifer Aprea: Yes
Mr. Jay Galbreath: Yes
Ms. Sheila Cleveland: Yes

Yes: 12, Nay: 0

e. Approval of High School Courses (Annual Agenda Item)

Madam Chair Garrett called on Superintendent Golden who recommended approval of High School Courses (Annual Agenda Item).

Motion Passed: Motion by Mr. Rick Wimberly to approve. A second was made by Mrs. Angela Durham.

Mr. Rick Wimberly: Yes
Mr. KC Haugh: Yes
Mr. Eric Welch: Yes
Mrs. Nancy Garrett: Yes
Mrs. Angela Durham: Yes
Mr. Dan Cash: Yes
Mr. Eliot Mitchell: Yes
Mr. Brad Fiscus: Yes

Mrs. Jennifer
Aprea: Yes
Mr. Jay
Galbreath: Yes
Ms. Sheila
Cleveland: Yes
Mrs. Candace
Emerson: Yes

Yes: 12, Nay: 0

f. Approval of Special Course Applications (Annual Agenda Item)

Madam Chair Garrett called on Superintendent Golden who recommended approval of Special Course Applications (Annual Agenda Item).

Motion Passed: Motion by Mr. Dan Cash to approve. A second was made by Mrs. Candace Emerson.

Mr. KC Haugh: Yes
Mr. Eric Welch: Yes
Mrs. Nancy
Garrett: Yes
Mrs. Angela
Durham: Yes
Mr. Dan Cash: Yes
Mr. Eliot Mitchell: Yes

Mr. Brad Fiscus: Yes

Mrs. Jennifer
Aprea: Yes
Mr. Jay
Galbreath: Yes
Ms. Sheila
Cleveland: Yes
Mrs. Candace
Emerson: Yes
Mr. Rick
Wimberly: Yes

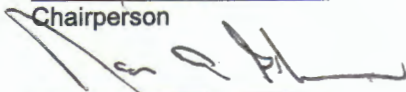
Yes: 12, Nay: 0

7. Adjournment

There being no further business, Madam Chair Garrett adjourned the meeting at 9:27 p.m.



Chairperson



Superintendent

Williamson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Report Cards and Grading Systems	Descriptor Code: 4.600	Issued Date: 10/19/20
		Rescinds: 4.600	Issued: 06/17/19

REPORT CARDS

The Superintendent shall develop an administrative procedure to establish a system of grading and assessment for evaluating and reporting student progress in conjunction with Tennessee academic standards for grades K-12.

The report cards shall indicate the information necessary to communicate effectively with the parents concerning their child's academic progress, conduct and attendance.

When a student's academic performance or behavior noticeably or suddenly changes, the teacher shall promptly inform the parents, maintain a record of the contact, and make an effort to have a conference with the parent. Parents will receive interim progress reports or other notification whenever a significant change in performance occurs or whenever a student is failing.

Report cards communicating student academic progress or status (grades) and attendance will be provided to parents on a regular basis (9 weeks).

Teachers may use supplemental reports to communicate additional progress as appropriate.

K-1 STANDARDS-BASED GRADING SCALE

The student consistently demonstrates understanding and application of the standard.

The student is making progress toward the standard.

The student is not making progress toward the standard

GRADES 2- 12 NUMERICAL GRADING SCALE:

<u>Grade</u>	<u>Grade Range</u>
A	91 – 100
B	81 – 90
C	72 – 80
D	70 – 71
F	0 – 69
I	Incomplete (must be removed during the next grading period)
P/F	Credit by Examination

Numerical grades may be used for tests and other daily or weekly work that is readily quantifiable and shall be used on report cards. Only **LETTER GRADES** (A, B, C, etc.) will be used on high school transcripts. No plus (+) or minus (-) notations will be used on high school transcripts.

WEIGHTED GRADES: For Advanced Placement (A.P.) and International Baccalaureate (I.B.) courses, teachers will add five (5) percentage points to the first semester period grade. For the second semester, the student must sit for the exam in order to earn five (5) percentage points for the second semester. For Honors courses, including middle school courses taught at high school honors level, teachers will add three (3) percentage points to each semester period grade.

For courses that include an opportunity for industry certification, teachers will add four (4) percentage points for the first semester. For the second semester, students must sit for the appropriate exam in order to earn the four (4) additional percentage points.

For local and statewide dual credit courses, students will receive four (4) additional percentage points for each semester. For the second semester, students must sit for the appropriate exam in order to earn the four (4) additional percentage points.

I.B. Math Studies shall be treated as an Honors, not an A.P. / I.B. course for GPA and weighting purposes.

High School courses taken by middle school students will receive honors credit only if taught at the honors level.

Middle school students taking high school honors courses and courses taken during high school for college credit, online course, and other courses specifically designated as pass/fail in the high school course approved list will be recorded on the high school transcript as pass/fail (p/f) with no GPA value.

GPA CALCULATION FOR HIGH SCHOOL COURSES:

<u>Grade</u>	<u>Value</u>	<u>Regular</u>	<u>Honors</u>	<u>Statewide/Local Dual Credit/AP/IB</u>
A	91 – 100	4	4.5	5
B	81 – 90	3	3.5	4
C	72 – 80	2	2.5	3
D	70 – 71	1	1.5	2
F	0 – 69	0	0	0

This weighted grading scale shall be used for all official purposes including report cards, GPA, honor roll, etc., except the Lottery /Hope Scholarship described below.

TENNESSEE UNIFORM GRADING SCALE FOR LOTTERY/HOPE SCHOLARSHIP: State law requires that students applying for lottery scholarships and other state scholarship funds be evaluated utilizing the State's uniform grading scale, listed below:

1	A	93 -- 100
2	B	85 -- 92
3	C	75 -- 84
4	D	70 -- 74

5 **COLLEGE ADMISSIONS:** For purposes of communicating with college admissions offices and
6 scholarship granting agencies, grade point averages (GPA) will be calculated.

7 **HONORS RECOGNITION:**

8 The weighted GPA will be calculated on all course work using the Williamson County Grading Scale.
9 GPA will also be calculated using the Tennessee Uniform Grading Scale for Lottery/Hope Scholarship
10 purposes. Both the Williamson County weighted GPA and the Tennessee Uniform GPA will appear on
11 the transcript.

12 Williamson County Schools will not rank students numerically.

13 For the purposes of honors recognition WCS will use the following Latin System:

14 Summa Cum Laude 4.25 and above

15 Magna Cum Laude 4.00-4.24

16 Cum Laude 3.75-3.99

17 Valedictorian and Salutatorian will be chosen using the following criteria:

18 Student must qualify for the highest Latin System honor awarded in the respective school.

19 Student must sit for the AP /IB exam for every course in which enrolled and must achieve a score of 3
20 or above on 75% of the AP / IB exams taken.

21 Student will participate in at least 20 hours of community service during their four years of high
22 school.

23 Students must earn the highest overall ACT composite for their graduating class. The highest ACT is
24 considered the valedictorian(s) and the second highest is considered the salutatorian(s).

Legal References

1. TCA 49-6-407

Cross References

- 4.212 Driver Education
4.604 Credit for Prior Courses
4.605 Graduation Requirements
4.6051 Credit Requirements for Graduation
6.709 Student Fees and Fines

Williamson County Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Equal Opportunity Employment	Descriptor Code: 5.104	Issued Date: 06/18/01
		Rescinds:	Issued:

Williamson County Schools provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetic information, pregnancy, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, transfer, leaves of absence, compensation and training.¹

~~Opportunity for employment, as well as continuation and advancement in employment, shall be afforded equally to members of all races, creeds, colors, sexes, religions, ages, national origins, and individuals with disabilities or veteran status with regard only for qualifications for the positions involved.~~

Legal References

- U.S. Constitution, Amendment XIV; Title VII, Civil Rights Act of 1964; Title VI, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Age Discrimination Act of 1967; [Genetic Information Nondiscrimination Act of 2008](#); Section 504 of the Rehabilitation Act of 1973; 42 USCA § 12101-12213

Cross References

Section 504 and ADA Grievance Procedures 1.802
[Discrimination/Harassment of Employees](#) 5.500
Complaints and Grievances 5.501

Williamson County Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Tenured Teachers	Descriptor Code: 5.200	Issued Date:
		Rescinds:	Issued:

1 **SUSPENSION PENDING AN INVESTIGATION¹**

2 The Superintendent of Schools may suspend a teacher at any time that may seem necessary, pending
3 investigation, or final disposition of a case before the Board or an appeal. If the matter under
4 investigation is not the subject of an ongoing criminal investigation or a department of children's services
5 investigation, and if no charges for dismissal have been made, a suspension pending investigation shall
6 not exceed ninety (90) days in duration. If vindicated or reinstated, the teacher shall be paid full salary
7 for the period of suspension.

8 **SUSPENSION OF THREE DAYS OR LESS^{2,3}**

9 The Superintendent of Schools or his/her designee may suspend a teacher for incompetence, inefficiency,
10 neglect of duty, unprofessional conduct, and insubordination. Before an employee is suspended, he/she
11 shall be: (1) provided with written notice, including the reasons for the suspension along with an
12 explanation of the evidence; (2) given an opportunity to respond to the Superintendent at a conference,
13 if requested within five (5) days; and (3) given a written decision of the suspension within ten (10) days.
14 Both parties may be represented by counsel at the conference, which shall be recorded.

15 **DISMISSAL OR SUSPENSIONS GREATER THAN THREE DAYS⁴**

16 The Board shall maintain a list of qualified individuals who have indicated a willingness to act as
17 impartial hearing officers as defined by Tennessee law.

18 When charges are made against a tenured teacher, charging the teacher with offenses that may justify
19 dismissal or a suspension greater than three days, the charges shall be made in writing, specifically stating
20 the offenses that are charged, and shall be signed by the party or parties making the charges.

21 If, in the opinion of the Board, the charges are of such nature as to warrant the dismissal or a suspension
22 greater than three days of the teacher, the Superintendent of Schools shall give the teacher a written
23 notice of this decision, a copy of the charges against the teacher, and a copy of a form provided by the
24 Commissioner of Education advising the teacher of his/her legal duties, rights, and recourse.

25 A tenured teacher who has been given notice of charges against him/her may within thirty (30) days after
26 receipt of notice give written notice to the Superintendent of Schools of his/her request for a hearing.

27 The Superintendent of Schools shall, within five (5) days after receipt of request, assign a hearing officer
28 from the list maintained by the Board.

29 The hearing officer shall notify the parties, or their attorney, of the officer's assignment and direct the
30 parties or the attorneys for the parties, or both, to appear before the hearing officer for simplification of

issues and the scheduling of the hearing. That hearing shall be set no later than thirty (30) days following receipt of the initial request for a hearing. In the discretion of the hearing officer, all or part of any prehearing conference may be conducted by telephone if each participant has an opportunity to participate, be heard, and to address proof and evidentiary concerns. The hearing officer is empowered to issue appropriate orders and to regulate the conduct of the proceedings.

Either party may appeal to the Board an adverse ruling by giving written notice of appeal within ten (10) working days of the hearing officer's delivery of the hearing officer's written findings and conclusions. The Superintendent of Schools shall prepare a copy of the proceedings, including all transcripts and evidence, documentary or otherwise, and transmit the same to the Board within twenty (20) working days of the receipt of the notice of appeal.

The Board shall hear the appeal on the record, and no new evidence may be submitted by either party. The appealing party may appear before the Board to argue why the adverse ruling should be overturned. At the conclusion of the hearing, any member of the Board may vote to sustain the decision of the hearing officer, send the record back for additional evidence, revise the penalty, or reverse the decision. The Board shall render its decision within ten (10) working days after the conclusion of the hearing. In the event that the decision of the Board is appealed to the chancery court, the Board shall transmit the entire record to the chancery court for its review.

RESIGNATION

A teacher shall give the Superintendent of Schools notice of resignation at least thirty (30) days before the effective date of the resignation. A teacher who fails to give such notice, in the absence of justifiable extenuating circumstances, shall forfeit all tenure status. The Board may waive the thirty (30) days' notice requirement and permit a teacher to resign in good standing.⁵

The conditions under which it is permissible to break a contract with the Board are as follows:⁶

1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the Board;
2. The drafting of a teacher into military service by a selective service board; and
3. The release, by written mutual consent, by the Board of the teacher from the contract that the teacher has entered into with the Board.

Any teacher on leave shall notify the Superintendent of Schools in writing at least thirty (30) days prior to the date of return if the teacher does not intend to return to the position from which he/she has taken leave. Failure to render such notice may be considered a breach of contract.⁷

Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with the Commissioner and request the suspension of a teacher's license. After the Commissioner has provided the teacher an opportunity for defense during a hearing, the Commissioner may suspend the license for no less than thirty (30) and no more than three hundred sixty-five (365) days.⁸

RETIREMENT

- 1 Retirement shall mean a termination of services under conditions that will allow the employee to draw
2 benefits from retirement plans and/or Social Security benefits. Employees eligible for retirement benefits
3 may elect to retire at any age according to the provisions of the retirement system.
- 4 Central office personnel shall assist employees in securing retirement benefits; however, it shall be the
5 responsibility of the retiring employee to provide verification of eligibility in writing from TCRS to the
6 central office. It shall be the responsibility of the retiring employee to file for benefits.
- 7 Employees who retire under TCRS may be employed up to one hundred twenty (120) days per year
8 without loss of retirement benefits. Retired teachers may substitute teach for additional days if the
9 Superintendent of Schools certifies in writing to the division of retirement that no other qualified
10 personnel are available to substitute teach.⁹
- 11 The Superintendent of Schools may employ teachers retired for at least one year for full-time
12 employment as a kindergarten through twelfth-grade teacher on a year-to-year basis. Retirement benefits
13 will not be lost or suspended under certain conditions, which include but are not limited to the
14 following:¹⁰
- 15 1. The Superintendent of Schools of the employing system must certify in writing that no other
16 qualified individuals are available to fill the position;
 - 17 2. The Commissioner of Education must certify that the employing school system serves an area
18 that lacks qualified teachers to serve in the position to be filled;
 - 19 3. The retired teacher must hold a valid license and shall not be entitled to tenure status;
 - 20 4. The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave, or
21 receive medical insurance coverage; and
 - 22 5. The salary paid to the retired member shall not be less than the rate of compensation set by the
23 Board for teachers with no experience filling similar positions, nor more than eighty-five
24 percent (85%) of the rate of compensation set by Board for teachers with comparable training
25 and years of experience filling similar positions.

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-5-512(d)
3. TCA 49-5-511(a)(2)
4. TCA 49-5-511; TCA 49-5-512; TCA 49-5-513
5. TCA 49-5-508(a)
6. TCA 49-5-508(c)
7. TCA 49-5-706
8. TCA 49-5-411(b)
9. TCA 8-36-805
10. TCA 8-36-821

Cross References

Hearings Before the Board of Education 1.401
Recommendations and File Transfers 5.203

Williamson County Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Non-Tenured Teachers	Descriptor Code: 5.201	Issued Date:
		Rescinds: 5.201	Issued: 06/05/14

SUSPENSION PENDING AN INVESTIGATION¹

The Superintendent of Schools may suspend a teacher at any time that may seem necessary, pending investigation, or final disposition of a case before the Board or an appeal. If the matter under investigation is not the subject of an ongoing criminal investigation or a department of children's services investigation, and if no charges for dismissal have been made, a suspension pending investigation shall not exceed ninety (90) days in duration. If vindicated or reinstated, the non-tenured teacher shall be paid full salary for the period of suspension.

SUSPENSION OF THREE DAYS OR LESS²

A Superintendent of Schools or his/her designee may suspend a teacher for incompetence, inefficiency, neglect of duty, unprofessional conduct, and insubordination. Before an employee is suspended, he/she shall be: (1) provided with written notice, including the reasons for the suspension along with an explanation of the evidence; (2) given an opportunity to respond to the Superintendent at a recorded conference, if requested within five (5) days; and (3) given a written decision of the suspension within ten (10) days. Both parties may be represented by counsel at the conference, which shall be recorded.

DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS³

The Superintendent of Schools may dismiss or suspend for more than three days any non-tenured teacher during the contract year for incompetence, inefficiency, insubordination, improper conduct, or neglect of duty after giving the non-tenured teacher, in writing, notice of the charge or charges.

The Superintendent of Schools shall give the non-tenured teacher an opportunity for a full and complete hearing before an impartial hearing officer selected by the Board.

The hearing officer will hear the case and the employee shall have the right to:

1. be represented by counsel;
2. call and subpoena witnesses;
3. examine all witnesses; and
4. require that all testimony be given under oath.

Factual findings and decisions in all dismissal cases shall be reduced to written form and delivered to the affected employee within ten (10) working days following the close of the hearing. The employee may appeal the decision to the Board within ten (10) working days of the hearing officer rendering the written

1 decision to the employee. Written notice of appeal to the Board shall be given to the Superintendent of
2 Schools. Within twenty (20) working days of receipt of notice, the Superintendent of Schools shall
3 prepare a copy of the proceedings, transcript, documentary, and other evidence presented and provide
4 the Board a copy of the same.

5 The Board shall hear the appeal on the record. No new evidence shall be introduced. The non-tenured
6 teacher may appear in person or be represented by counsel and argue why the decision should be
7 modified or reversed. The Board shall take one of the following actions:

- 8 1. sustain the decision;
9
- 10 2. send the record back if additional evidence is necessary; or
11
- 12 3. revise the penalty or reverse the decision.

13 Before any decision to dismiss is made, a majority of the membership of the Board shall concur in
14 sustaining the charges. The Board shall render a decision on the appeal within ten (10) working days
15 after the conclusion of the hearing.

16 The Superintendent of Schools shall also have the right to appeal any adverse ruling by the hearing
17 officer in same manner as the non-tenured teacher.

18 Within twenty (20) working days after receipt of notice of the decision of the Board, either party may
19 appeal to the chancery court in the county where the school system is located. The Board shall provide
20 the entire record of the hearing and other evidence to the court.

21 **NONRENEWAL**

22 Non-tenured teachers are subject to the same rules and regulations and are entitled to the privileges of
23 employment enjoyed by tenured teachers except that they have no claim upon continuing employment
24 or tenure protections.

25 The Superintendent of Schools is under no obligation to re-employ non-tenured teachers at the end of
26 their contract period. If the Superintendent of Schools determines not to renew the contract of a non-
27 tenured teacher, written notice of non-renewal shall be hand delivered or sent to the employee by U.S.
28 mail so that it will be received by the employee within five (5) business days following the last
29 instructional day for the school year.⁴

30 **RESIGNATION**

31 A teacher shall give the Superintendent of Schools notice of resignation at least thirty (30) days before
32 the effective date of the resignation.⁵ The Board may waive the thirty (30) days-notice requirement and
33 permit a teacher to resign in good standing.

34 The conditions under which it is permissible to break a contract with the Board are as follows:⁶

- 35 1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified
36 statement of a physician approved by the Board;

2. The drafting of a teacher into military service by a selective service board; and
3. The release, by written mutual consent, by the Board of the teacher from the contract which the teacher has entered into with the Board.

Any teacher on leave shall notify the Superintendent of Schools in writing at least thirty (30) days prior to the date of return if the teacher does not intend to return to the position from which he/she has taken leave. Failure to render such notice may be considered a breach of contract.⁷

Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with the Commissioner and request the suspension of a teacher's certificate. After the Commissioner has provided the teacher an opportunity for defense during a hearing, the Commissioner may suspend the certificate for no less than thirty (30) and no more than three hundred sixty-five (365) days.⁸

RETIREMENT

Retirement shall mean a termination of services under conditions which will allow the employee to draw benefits from retirement plans and/or social security benefits.

Employees eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system. Central office personnel shall assist employees in securing retirement benefits; however, it shall be the responsibility of the retiring employee to provide verification of eligibility in writing from TCRS to the central office. It shall be the responsibility of the retiring employee to file for benefits.

Employees who retire under TCRS may be employed up to one hundred twenty (120) days per year without loss of retirement benefits. Retired teachers may substitute teach for additional days if the Superintendent of Schools certifies in writing to the division of retirement that no other qualified personnel are available to substitute teach.⁹

The Superintendent of Schools may employ teachers retired for at least one year for full-time employment as a kindergarten through twelfth grade teacher on a year-to-year basis. Retirement benefits will not be lost or suspended under certain conditions, which include but are not limited to the following:¹⁰

1. The Superintendent of Schools of the employing system must certify in writing that no other qualified individuals are available to fill the position;
2. The Commissioner of Education must certify that the employing school system serves an area that lacks qualified teachers to serve in the position to be filled;
3. The retired teacher must hold a valid license and shall not be entitled to tenure status;
4. The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave or receive medical insurance coverage; and
5. The salary paid to the retired member shall not be less than the rate of compensation set by the Board for teachers with no experience filling similar positions, nor more than eighty-five percent (85%) of the rate of compensation set by Board for teachers with comparable training and years of experience filling similar positions.

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-5-512(d)
3. TCA 49-2-301(b)(1)(EE); TCA 49-5-512(d)
4. TCA 49-5-409
5. TCA 49-5-508(a)
6. TCA 49-5-411(a)
7. TCA 49-5-706
8. TCA 49-5-411(b)(4)
9. TCA 8-36-805
10. TCA 8-36-821

Cross References

Hearings Before the Board of Education 1.401
Recommendations and File Transfers 5.203

Facilities & Construction
1320 West Main Street, Suite 202
Franklin, Tennessee 37064
(615) 472-4040



MEMORANDUM

April 6, 2021

TO: Williamson County Board of Education

CC: Jason Golden, Superintendent of School
Mark Samuels, P.E., Assistant Superintendent of Operations

FROM: Kevin Fortney, Director of Facilities & Construction *KF*

RE: Centennial High School Football Locker Replacement

Centennial High School is requesting authorization to replace and upgrade the existing football locker-room lockers with new wooden lockers, replacing the standard metal football lockers. Funding of the lockers is by the Centennial Cougar Athletic Boosters. The availability of funds has been verified. Staff recommends approval of this request.

Building Modification Request

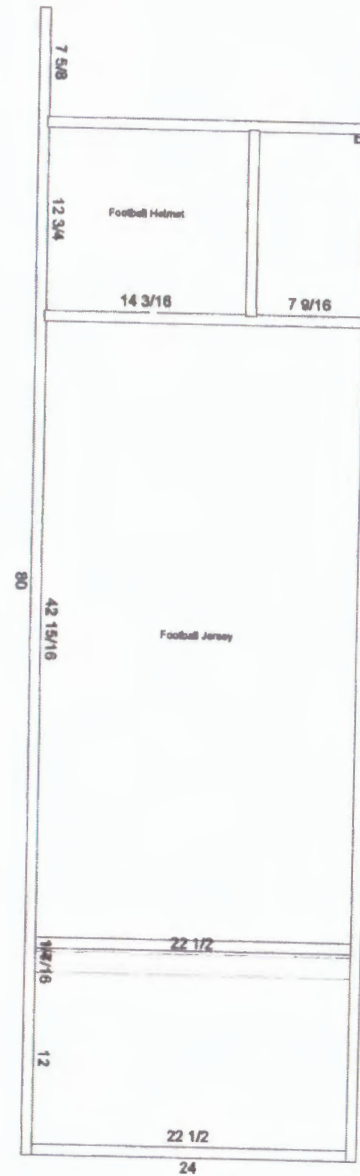
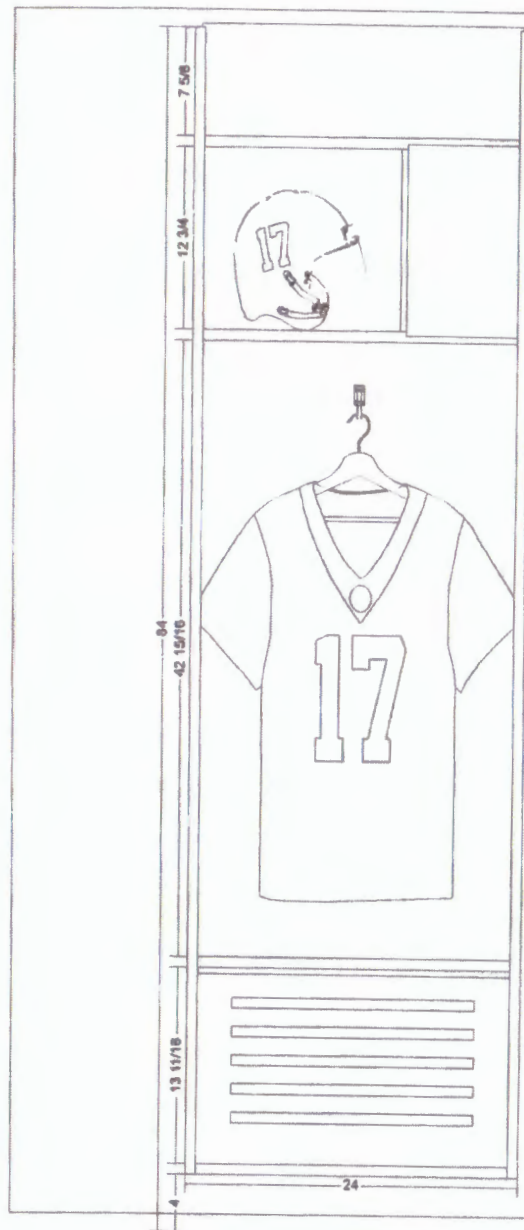
Projects over \$10,000 will be a Capital Budget Item and will be placed on the 5-year request plan.

Required Fields

- School: Centennial High School Requested By: Matt Krusky
Football Locker Room
 - Justification for Request: (Ex: Increased Enrollment, Program Change, New Program Requirement)
We currently have 77 lockers for the freshman, JV, and Varsity football team. It does not create an ideal situation for majority of the players having to share a locker. The lockers are also 25 years old and are needing alot of repairs.
 - Scope of Work: The current lockers will be removed and Thomas Laine Cabinet will install the new lockers for us. The new lockers will be in the exact same place as current lockers.
 - Attach plans and a sketched map showing the exact location.
 - Funding Source: CHS Football Booster Club
 - Attach proof of available funding for total project amount.
 - Estimated Cost (Attach quotes): \$49,050
 - Principal Signature: [Signature] Date: _____
- Principal, send this completed form and attachments to your Assistant Superintendent.

This section to be completed by Central Office staff.

Ass't Superintendent Signature: _____	Date: _____
(After reviewing, please send this form and attachments to the Director of Facilities & Construction)	
Requires WCS Board Approval: Yes _____ No _____	
Director of Facilities & Construction Comments: _____	
Director of Facilities & Construction Signature: _____	Date: _____
Forwarded to Maintenance by Director of Facilities & Construction on _____	Date: _____
Maintenance Recommendations: _____	
Director of Maintenance Signature: _____	Date: _____



GENERAL NOTES

REVISIONS

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Mozaik Software, LLC.
 2727 University Boulevard
 Tuscaloosa, AL 35401
 www.mozaiksoftware.com
 205.336.1000
 info@mozaiksoftware.com

Job Name
Centennial Football Locker Room

Address: **5060 Mallory Ln**
 Phone:
 Email:

Drawing Title:
Locker Specs

Scale: **1/8" = 1'** Page:
 Drawn By:
 Date: **2/12/2021** **2/3**

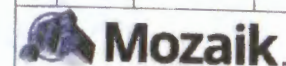


Color of finish is for
drawing purposes only.

GENERAL NOTES:

REVISIONS

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Mozaik Software, L.L.C.

2727 University Boulevard
Tuscaloosa, AL 35401

www.mozaiksoftware.com
765.935.6339
info@mozaiksoftware.com

Job Name:

**Centennial Football
Locker Room**

Address: 5060 Mallory Ln

Phone:
Email:

Drawing Title:

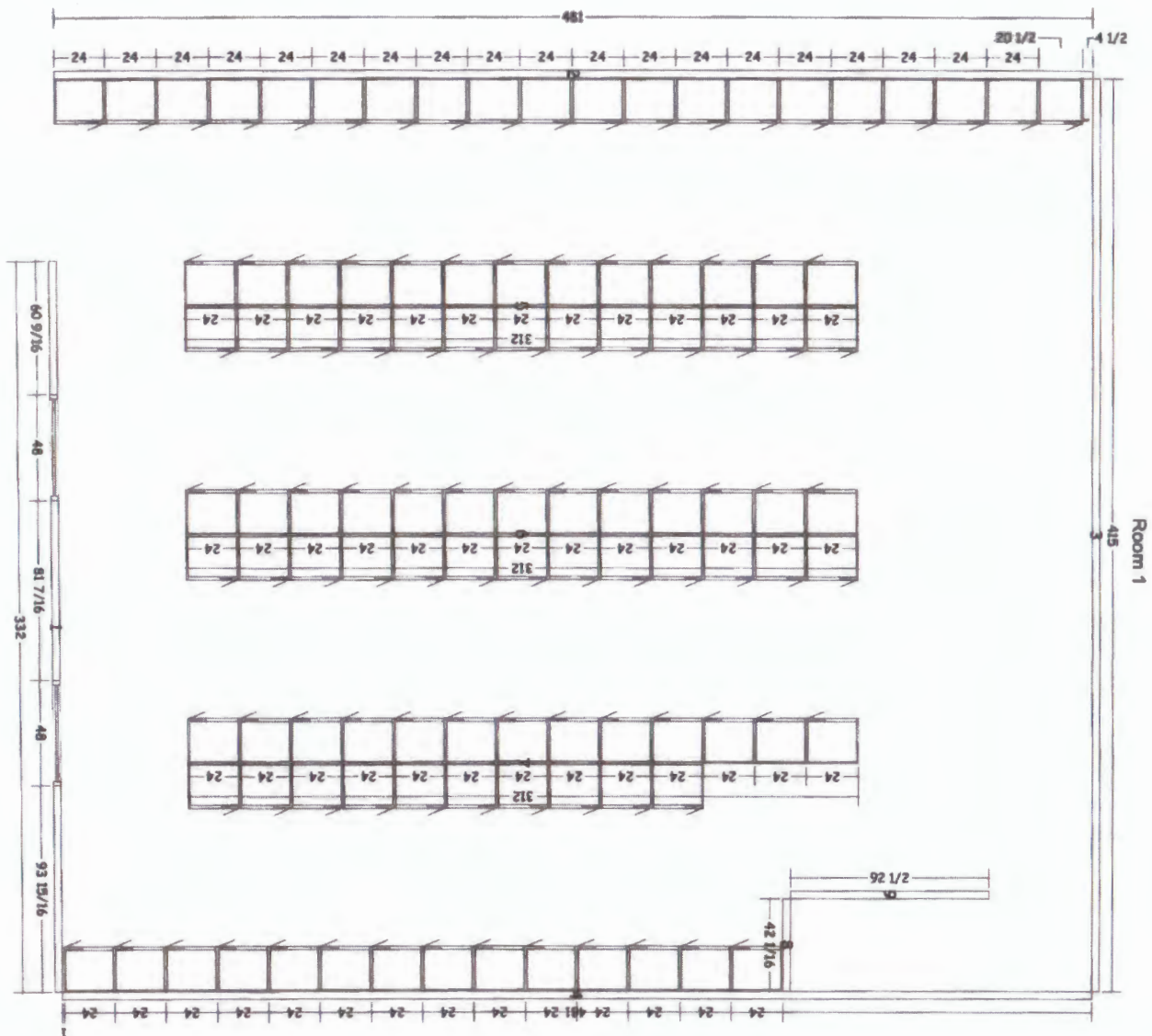
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Drawn By:

Date: 2/12/2021

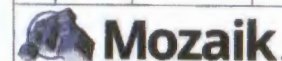
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GENERAL NOTES:

REVISIONS

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Mozaik Software, LLC.
 2727 University Boulevard
 Tuscaloosa, AL 35401
 www.mozaik.com
 205.291.0000
 info@mozaik.com

Job Name
Centennial Football Locker Room

Address: **5050 Mallory Ln**
 Phone
 Email

Drawing Title
Locker Room Layout

Scale: **1/4" = 1'** Page:
 Drawn By: **1/3**
 Date: **2/12/2021**

To: Board of Education
From: Rachel Farmer, Assistant Superintendent/CFO
RE: Budget Amendment and Resolutions for the 20.21 Budget
Date: April 19, 2021



The following amendment will require board approval only.

**General Purpose School Fund
Amendment:**

04.21.GPS Private Grant

Williamson County Health Department donated \$20,000 for the cost of a walking trail around Sunset Elementary and Middle. These construction costs are tied to the auditorium addition at Sunset Middle.

The following resolutions will require both board and commission approval.

Resolutions:

5.21 ESSER 2.0 Reimbursement

Under ESSER 2.0 we were granted \$2,325,328 of funds. We will use these funds for certain expenditures related to summer camp staffing, transportation and materials and supplies, technology and we had current year expenditures that were budgeted but qualify under the Act for reimbursement related to technology and COVID-19 response with that amount going to fund balance.

Staff recommends approval of the amendments and resolutions.

April Work Session.doc

141 Amendment:

**APPROPRIATING \$20,000 IN DONATED FUNDS IN THE GENERAL PURPOSE SCHOOL
FUND 2020-2021 BUDGET FOR SUNSET MIDDLE WALKING TRAIL**

WHEREAS, the Williamson County Health Department supports healthy life-styles of our residents; and

WHEREAS, the Board of Education has received funds for the health and well-being for our community; and

WHEREAS: these funds are to be applied to costs associated with the construction of a walking trail around Sunset Elementary and Middle;

NOW, THEREFORE BE IT RESOLVED that the Williamson County Board of Education meeting in regular session on April 19, 2021 approve and amend the 2020-2021 General Purpose School Fund budget as follows:

Revenue

141.40000.481301.000.00.41	Other Government Contributions	\$20,000
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Expenditure

141.72610.539900.610.	Other Contracted Services	\$20,000
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	Total	\$20,000	\$20,000
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School Board Vote

Yes_____ No_____

RESOLUTION NO. _____
Requested by: Board of Education

**APPROPRIATING \$2,325,328 TRANSFERRED FROM THE SCHOOL FEDERAL
PROJECTS FUND TO THE GENERAL PURPOSE SCHOOL FUND FOR
ESSER GRANT 2.0**

WHEREAS, the American Rescue Plan Act of 2021 issued the Elementary and Emergency Relief Fund (ARP ESSER 2.0) on March 11, 2021; and

WHEREAS, the intent was to help school districts address learning loss, to safely reopen and sustain the safer operation of schools as well as focusing on overall impact of the Covid 19 Pandemic on students; and

WHEREAS, these funds may be used for pre-award costs dating back to March 13, 2020; and

WHEREAS, the district made expenditures related to internet connectivity, Chromebooks and printers that were paid for out of our existing budget; and

WHEREAS, we had the need to pay for COVID admin staff including nurses, administration expenses and staffing vaccine clinics; and

WHEREAS, Summer Camps required by the State will have staffing, busing, and materials and supplies expenses; and

WHEREAS, the above mentioned expenses qualify for this grant as reimbursement;

NOW, THEREFORE BE IT RESOLVED, that the Williamson County Board of County Commissioners meeting in regular session on May 10, 2021 amend the 2020-2021 General Purpose School Fund budget in the following manner:

Revenues:

141.40000.498000.P307C	Transfers In	\$2,325,328
-------------------------------	---------------------	--------------------

Expenses:

141.71100.518900	Regular Instructional/OS&W	\$58,525
141.71100.516300	Educational Assist.	22,680
141.71100.520100	Social Security	5,040
141.71100.520400	Pensions	7,162
141.71100.521200	Employer Medicare	1,182
141.71100.542900	Instructional M&S	8,029
141.71200.518900	Other Salaries and Wages	24,000
141.71200.516300	Educational Assist.	22,680
141.71200.520100	Social Security	2,897
141.71200.520400	Pensions	3,606
141.71200.521200	Employer Medicare	681
141.72710.514600	Bus Drivers	10,242

141.72710.520100	Social Security	635
141.72710.520400	Pensions	513
141.72710.521200	Employer Medicare	150
141.72250.570900.129	Data Processing Equipment	<u>1,511,073</u>
TOTAL		\$1,679,095

Commissioner, Tom Tunncliffe

COMMITTEES REFERRED TO & ACTION TAKEN:

School Board:	For ____	Against ____	Pass ____	Out ____
Education Committee:	For ____	Against ____	Pass ____	Out ____
Budget Committee:	For ____	Against ____	Pass ____	Out ____
Commission Action Taken:	For ____	Against ____	Pass ____	Out ____

Elaine Anderson, County Clerk

Commission Chairman, Tommy Little

Rogers Anderson, County Mayor

Date

05.21- ESSER2.0 Funding

TO: Members of the Board of Education

FROM: Jason Golden, Superintendent

Rachel Farmer, Asst. Superintendent Finance 

RE: **2021-2022 Recommended Budget Proposals Capital**

Date: April 19, 2021



The **Williamson County Board of Education Budget Capital Fund** proposal for 2021-2022 has been completed. As a reminder, the capital request is being brought to you at the April work session in hopes that the estimates reflect the actual needs as we are closer to the budget year. Once approved it will be discussed at the second education and budget committees' review of our budget. In the past, needs were submitted in December and compiled for your review in March, but we felt that moving these dates provide for better numbers and more accurate reflections of our needs.

The budget has been created with the following information:

- We are requesting a budget totaling **\$10,213,666**, an increase of **\$277,019** over last year's Capital Fund Budget request of **\$9,936,647** (increase of **2.79%**).
- With both maintenance and IT, there are annual capital replacement costs that we can not avoid.
- This budget was prepared without supplanting any of or normal operational requests with additional funding sources.

If you have any questions, **please email me (rachel.farmer@wcs.edu) prior to our meeting on April 19th, so additional analysis or research can be done. My hope is to send answers to your questions in a group email so that all can learn from the interest of others.**

WILLIAMSON COUNTY BOARD OF EDUCATION
SUMMARY OF OPERATIONS - GENERAL PURPOSE SCHOOL
JULY 1 2021 THROUGH JUNE 30, 2022

Row Labels	LY Actual	CY Original	CY Revised	Superintendent
Expense	0	0	0	10,213,666.00
570703 - BLDG IMP-FLOORS	0	0	0	650,000.00
570706 - BLDG IMP-ELECTRICAL	0	0	0	-
570718 - BLDG IMP-HVAC/HEAT SY!	0	0	0	1,400,000.00
570721 - BLDG IMP-PLAYGROUND I	0	0	0	185,000.00
570723 - BLDG IMP-SAFETY	0	0	0	1,060,000.00
570726 - BLDG IMP-PLUMBING	0	0	0	770,000.00
570746 - BLDG IMP-ATHLETICS	0	0	0	45,000.00
570747 - BLDG IMP-STRUCTURAL	0	0	0	175,000.00
570935 - DPE-SAFETY & SECURITY	0	0	0	447,675.00
570962 - DPE-COMPUTERS	0	0	0	3,797,335.00
570965 - DPE-NETWORKING	0	0	0	1,203,656.00
579079 - OE-VEHICLES	0	0	0	100,000.00
579900 - OTHER CAPITAL OUTLAY	0	0	0	380,000.00
579910 - OTHER CAPITAL OUTLAY -	0	0	0	-
Grand Total	0	0	0	10,213,666.00

Budget Detail Info 22177

WCS\rachel.farmer 4/6/2021

Account	Account Desc	User Defined	Req Type	Qty	Unit Cost	Total	Description 1	Justification	CY Revised Budget
177 -91300-570703-620-01-00-00-00-C2022	BLDG IMP-FLOORS		N	1	250,000.00	250,000.00	Replace worn and damaged carpeting at various schools. SHS (\$210K); PD Room/Support Services building (\$40k).	Carpeting has become old, worn and frayed at the end of its normal service life. A potential health and safety issue.	
						\$250,000.00			0.00
177 -91300-570703-620-02-00-00-00-R2022	BLDG IMP-FLOORS		N	1	400,000.00	400,000.00	Replace worn and damaged carpeting at various schools. AES (\$82K), CCES (\$87K), PCES (\$65K), SSTMS (\$166K).	Carpeting has become old, worn and frayed at the end of its normal service life. A potential health and safety issue.	
						\$400,000.00			0.00
177 -91300-570718-620-01-00-00-00-C2022	BLDG IMP-HVAC/HEAT SYSTEMS		N	1	50,000.00	50,000.00	Various locations. Replace/Supplement Server Room HVAC units. (50k)	Ensure temperature control and proper operation of IT networks and servers.	
	BLDG IMP-HVAC/HEAT SYSTEMS		N	1	250,000.00	250,000.00	Replace aging, worn out, and failing HVAC parts, systems and equipment at various schools. Spot repairs and breakdown maintenance (250k)	Ensure proper operation of HVAC systems in support of indoor environmental air quality standards. Existing equipment is aging, worn, and failing and beyond its designed useful life.	
	BLDG IMP-HVAC/HEAT SYSTEMS		N	1	450,000.00	450,000.00	Replace boilers at CHS (300k), FHS (150k)	Existing equipment is aging, worn, and failing and beyond its designed useful life. Potential safety issue.	
	BLDG IMP-HVAC/HEAT SYSTEMS		N	1	350,000.00	350,000.00	Replace cooling towers at FvHS(350k)	Support proper operation of HVAC systems and indoor environmental air quality.Existing equipment is aging, worn, and failing and beyond its designed useful life.	
						\$1,100,000.00			0.00
177 -91300-570718-620-02-00-00-00-R2022	BLDG IMP-HVAC/HEAT SYSTEMS		N	1	250,000.00	250,000.00	Replace aging, worn out, and failing HVAC parts, systems and equipment at various schools. Spot repairs and breakdown maintenance (250k)	Ensure proper operation of HVAC systems in support of indoor environmental air quality standards. Existing equipment is aging, worn, and failing and beyond its designed useful life.	
	BLDG IMP-HVAC/HEAT SYSTEMS		N	1	50,000.00	50,000.00	Various locations. Replace/Supplement Server Room HVAC units. (50k)	Ensure temperature control and proper operation of IT networks and servers.	
						\$300,000.00			0.00

177 -91300-570721-620-02-00-00-R2022	BLDG IMP-PLAYGROUND IMP		N	1	185,000.00	185,000.00	Install two inclusive composite structures for ADA access and two swing sets (140k). Add swing mats under all swings (45k).	Older aging and worn playground equipment can become unsafe over time and requires replacement. Swing mats prevent EWF loss under swings.	
						\$185,000.00			0.00
177 -91300-570723-620-01-00-00-C2022	BLDG IMP-SAFETY		N	1	73,000.00	73,000.00	Install 15 ladders and platforms that meet OSHA/TOSHA safety requirements (73k)	Current access to mezzanine HVAC units does not include a platform for technicians to stand on. Transition between ladders and mezzanines is unsafe. Safer designed ladders with platforms are required.	
	BLDG IMP-SAFETY		N	1	120,000.00	120,000.00	Install Wireless Central Control system and Electronic locks on exterior doors to reduce keys and improve the management of access control at all facilities (170k) Per superintendent - use number from detail of \$120K	Improve key control/access control program in order to enhance facility security.	
	BLDG IMP-SAFETY		N	1	300,000.00	300,000.00	Replace exterior and interior doors and door hardware at various schools in the district. BHS (\$25K), CHS (\$50K), FHS (\$50K), RHS (\$50K), FvHS (50k), SHS (50k), IHS (25k)	Supports security requirements to control access to our facilities and transit between areas within our facilities. Approximately 20% of doors identified by SFMO as deficient.	
	BLDG IMP-SAFETY		N	0	25,000.00	0.00	Install Fence for personnel barrier between CHS campus and Drury Hotel (\$25k) Per superintendent - remove.	Lack of fencing allows pedestrian access to the CHS campus from the Drury Hotel, and from MTE easement road to GMS football field.	
						\$493,000.00			0.00
177 -91300-570723-620-02-00-00-R2022	BLDG IMP-SAFETY		N	1	27,000.00	27,000.00	Install 15 ladders and platforms that meet OSHA/TOSHA safety requirements (27k)	Current access to mezzanine HVAC units does not include a platform for technicians to stand on. Transition between ladders and mezzanines is unsafe. Safer designed ladders with platforms are required.	
	BLDG IMP-SAFETY		N	1	340,000.00	340,000.00	Install Wireless Central Control system and Electronic locks on exterior doors to reduce keys and improve the management	Improve key control/access control program in order to enhance facility security.	
	BLDG IMP-SAFETY		N	1	200,000.00	200,000.00	Replace exterior and interior doors and door hardware at various schools in the district. BMS (\$50K), CGES (25K), EES (\$25K), LES (\$50K), TES (\$25K), WGES (\$25K).	Supports security requirements to control access to our facilities and transit between areas within our facilities. Approximately 20% of doors identified by SFMO as deficient.	
						\$567,000.00			0.00

177 -91300-570726-620-01-00-00-C2022	BLDG IMP-PLUMBING		N	1	38,600.00	38,600.00	Replace backflow devices at various locations across the district. 9 HS (38.6k)	Significant system contamination and health risk from failure.	
	BLDG IMP-PLUMBING		N	1	36,000.00	36,000.00	Repair/replace leaking, nonoperational, or degraded water softener systems at numerous schools. (36k)	Loss of water softener results in hard water and scale build up on plumbing fixtures, fittings, and heat exchangers.	
	BLDG IMP-PLUMBING		N	1	85,000.00	85,000.00	Replace water heaters at CHS (\$85K). Manufacturer recommends 15 year old heaters be replaced	Beyond manufacturer's recommended useful life. Aging equipment showing signs of failing.	
	BLDG IMP-PLUMBING		N	1	30,000.00	30,000.00	Replace aging gang sinks across the district (30k)	Loss of gang sinks could result in reduction of the ability for student and staff hand washing	
						\$189,600.00			0.00
177 -91300-570726-620-02-00-00-R2022	BLDG IMP-PLUMBING		N	1	91,400.00	91,400.00	Replace backflow devices at various locations across the district (91.4k)	Significant system contamination and health risk from failure.	
	BLDG IMP-PLUMBING		N	1	54,000.00	54,000.00	Repair/replace leaking, nonoperational, or degraded water softener systems at numerous schools. (54k)	Loss of water softener results in hard water and scale build up on plumbing fixtures, fittings, and heat exchangers.	
	BLDG IMP-PLUMBING		N	1	55,000.00	55,000.00	Replace water heaters at HBES (\$10K), LES (\$10K), PCES (25k) SES (\$10K). Manufacturer recommends 15 year old heaters be replaced.	Beyond manufacturer's recommended useful life. Aging equipment showing signs of failing.	
	BLDG IMP-PLUMBING		N	1	350,000.00	350,000.00	Replace sewer lift stations at WES (\$200k) and WWES (\$150k)	Aging failing equipment could lead to a major health hazard.	
	BLDG IMP-PLUMBING		N	1	30,000.00	30,000.00	Replace aging gang sinks across the district (30k)	Loss of gang sinks could result in reduction of the ability for student and staff hand washing	
						\$580,400.00			0.00
177 -91300-570746-620-01-00-00-C2022	BLDG IMP-ATHLETICS		N	1	45,000.00	45,000.00	Install additional z-brackets under aluminum bleacher seats for improved structural stability	Bent seat boards become a safety concern for progressive structural failure.	
						\$45,000.00			0.00
177 -91300-570747-620-02-00-00-R2022	BLDG IMP-STRUCTURAL		N	1	75,000.00	75,000.00	Raise slab with expanding grout and repair floors, walls etc. from sub-surface sink-hole damage (75k)	Slab in both classrooms/bathrooms will continue to sink causing further structural damage to walls and utilities/fixtures.	

	BLDG IMP- STRUCTURAL		N	1	100,000.00	100,000.00	Install glass panels and frame along the mezzanine railing at Winstead. (Estimate 100k for design options + sound panels; 500k to do a full length glass wall)	Complaints of excessive noise from ground level for children outside the classroom/near the railings on the second floor.	
						\$175,000.00			0.00
177 -91300-570935-129-01-00-00-00-C2022	DPE-SAFETY & SECURITY		N	23	1,400.00	32,200.00	VIDEO INTERCOM CAMERA SYSTEM DOOR ACCESS INTEGRATION	IT PRIORITY 43 - THESE CAMERAS WERE IN THE 2021SY, BUT THIS BUDGET WAS USED TO PURCHASE STUDENT CHROMEBOOKS. THESE REPLACE CAMERAS THAT ARE UP TO 13 YEARS OLD. THESE CAMERAS ARE FAILING BECAUSE OF AGE AND THE REPAIR COST IS TOO COSTLY. THE REPLACEMENT CAMERA'S HAVE A HIGHER RESOLUTION AND HAVE MORE CAPABILITIES WITH THE CURRENT VIDEO SECURITY SOFTWARE.	
	DPE-SAFETY & SECURITY		N	15	1,450.00	21,750.00	(PHASE 1) REPLACE INDOOR 360 DEGREE CAMERAS FOR HIGH SCHOOL INCL LICENSE 900 250	IT PRIORITY 43 - THESE CAMERAS WERE IN THE 2021SY, BUT THIS BUDGET WAS USED TO PURCHASE STUDENT CHROMEBOOKS. THESE REPLACE CAMERAS THAT ARE UP TO 13 YEARS OLD. THESE CAMERAS ARE FAILING BECAUSE OF AGE AND THE REPAIR COST IS TOO COSTLY. THE REPLACEMENT CAMERA'S HAVE A HIGHER RESOLUTION AND HAVE MORE CAPABILITIES WITH THE CURRENT VIDEO SECURITY SOFTWARE.	
	DPE-SAFETY & SECURITY		N	80	995.00	79,600.00	(PHASE 1) REPLACE INDOOR SECURITY CAMERAS FOR HIGH SCHOOLS 745 250	IT PRIORITY 46 - (PHASE 1) THESE CAMERAS WERE IN THE 2021SY, BUT THIS BUDGET WAS USED TO PURCHASE STUDENT CHROMEBOOKS. THESE REPLACE CAMERAS THAT ARE UP TO 13 YEARS OLD. THESE CAMERAS ARE FAILING BECAUSE OF AGE AND THE REPAIR COST IS TOO COSTLY. THE REPLACEMENT CAMERA'S HAVE A HIGHER RESOLUTION AND HAVE MORE CAPABILITIES WITH THE CURRENT VIDEO SECURITY SOFTWARE.	

	DPE-SAFETY & SECURITY		N	35	1,525.00	53,375.00	(PHASE 1) REPLACE AND ADD OUTDOOR SECURITY CAMERAS FOR HIGH SCHOOLS 1185 90 250	IT PRIORITY 47 - (PHASE 1) THESE REPLACE OUTDOOR CAMERAS THAT ARE UP TO 11 YEARS OLD. THESE CAMERAS ARE FAILING BECAUSE OF AGE AND THE REPAIR COST IS TOO COSTLY. THE REPLACEMENT CAMERA'S HAVE A HIGHER RESOLUTION AND HAVE MORE CAPABILITIES WITH THE CURRENT VIDEO SECURITY SOFTWARE.	
						\$186,925.00			0.00
177 -91300-570935-129-02-00-00-00-R2022	DPE-SAFETY & SECURITY		N	40	1,400.00	56,000.00	VIDEO INTERCOM CAMERA SYSTEM DOOR ACCESS INTEGRATION	IT PRIORITY 44 - (PHASE 1) 25 OF THESE CAMERAS WERE IN THE 2021SY, BUT THIS BUDGET WAS USED TO PURCHASE STUDENT CHROMEBOOKS. THIS INCLUDES THESE 25 PLUS 10 MORE THAT NOW NEED REPLACING. THESE REPLACE CAMERAS THAT ARE UP TO 13 YEARS OLD. THESE CAMERAS ARE FAILING BECAUSE OF AGE AND THE REPAIR COST IS TOO COSTLY. THE REPLACEMENT CAMERA'S HAVE A HIGHER RESOLUTION AND HAVE MORE CAPABILITIES WITH THE CURRENT VIDEO SECURITY SOFTWARE.	
	DPE-SAFETY & SECURITY		N	20	1,450.00	29,000.00	(PHASE 1) REPLACE INDOOR 360 DEGREE CAMERAS FOR ELEM/MIDDLE SCHOOL INCL LICENSE 900 250	IT PRIORITY 44 - (PHASE 1) 25 OF THESE CAMERAS WERE IN THE 2021SY, BUT THIS BUDGET WAS USED TO PURCHASE STUDENT CHROMEBOOKS. THIS INCLUDES THESE 25 PLUS 10 MORE THAT NOW NEED REPLACING. THESE REPLACE CAMERAS THAT ARE UP TO 13 YEARS OLD. THESE CAMERAS ARE FAILING BECAUSE OF AGE AND THE REPAIR COST IS TOO COSTLY. THE REPLACEMENT CAMERA'S HAVE A HIGHER RESOLUTION AND HAVE MORE CAPABILITIES WITH THE CURRENT VIDEO SECURITY SOFTWARE.	
	DPE-SAFETY & SECURITY		N	100	995.00	99,500.00	(PHASE 1) REPLACE INDOOR SECURITY CAMERAS FOR ELEM SCHOOLS 745 250	IT PRIORITY 45 - (PHASE 1) THESE CAMERAS WERE IN THE 2021SY, BUT THIS BUDGET WAS USED TO PURCHASE STUDENT CHROMEBOOKS. THESE REPLACE CAMERAS THAT ARE UP TO 13 YEARS OLD. THESE CAMERAS ARE FAILING BECAUSE OF AGE AND THE REPAIR COST IS TOO COSTLY. THE REPLACEMENT CAMERA'S HAVE A HIGHER RESOLUTION AND HAVE MORE CAPABILITIES WITH THE CURRENT VIDEO SECURITY SOFTWARE.	

	DPE-SAFETY & SECURITY		N	50	1,525.00	76,250.00	(PHASE 1) REPLACE AND ADD OUTDOOR SECURITY CAMERAS FOR ELEM SCHOOLS 1185 90 250	IT PRIORITY 48 - (PHASE 1) THESE REPLACE OUTDOOR CAMERAS THAT ARE UP TO 9-11 YEARS OLD. THESE CAMERAS ARE FAILING BECAUSE OF AGE AND THE REPAIR COST IS TOO COSTLY. THE REPLACEMENT CAMERA'S HAVE A HIGHER RESOLUTION AND HAVE MORE CAPABILITIES WITH THE CURRENT VIDEO SECURITY SOFTWARE.	
						\$260,750.00			0.00
177 -91300-570962-129-01-00-00-00-C2022	DPE-COMPUTERS		N	110	500.00	55,000.00	REPLACE WIRELESS MICROPHONES AND OUTHER DEVICE USING 600MHZ (FEDERAL MANDATE)	PRIORITY 24 - USE IN SPECTRUM BANDS 617-652 AND 663-698 MUST STOP BY JULY 13, 2020. THIS WAS IN THE BUDGET FOR THE 2021SY BUDGET, BUT WAS REMOVED. THIS IS TO REPLACE THESE DEVICES IN THROUGHOUT OUR SCHOOLS. THESE DEVICES COULD BE IN OFFICE AREAS, MEDIA CENTERS, CAFETERIAS, TV PRODUCTION, ATHLETICS, AUDITORIUMS, GYMS, MUSIC CLASSROOMS, ETC.	
	DPE-COMPUTERS		N	100	200.00	20,000.00	EXTERNAL MONITORS	IT PRIORITY 35 - REPLACEMENT MONITORS FOR OLDER NON-FUNCTIONING MONITORS. ALSO USED FOR SECOND MONITOR FOR ADMINISTRATIVE STAFF AND OLP TEACHERS	
	DPE-COMPUTERS		N	50	299.00	14,950.00	LASER PRINTER REPLACEMENTS HIGH SCHOOL (CLASSROOM COLOR M454)	IT PRIORITY 37 - ALL OF THESE WERE IN THE 2021SY BUDGET, BUT THE FUNDS WERE USED TO PURCHASE STUDENT CHROMEBOOKS. THESE STILL NEED REPLACING AND ARE FAILING OR NON-FUNCTIONING. THESE ARE TOO COSTLY FOR MAINTAIN OR REPAIR.	
	DPE-COMPUTERS		N	25	799.00	19,975.00	LASER PRINTER REPLACEMENTS HIGH SCHOOL (WORKGROUPO COLOR M553)	IT PRIORITY 40 - ALL OF THESE WERE IN THE 2021SY BUDGET, BUT THE FUNDS WERE USED TO PURCHASE STUDENT CHROMEBOOKS. THESE STILL NEED REPLACING AND ARE FAILING OR NON-FUNCTIONING. THESE ARE TOO COSTLY FOR MAINTAIN OR REPAIR.	

	DPE-COMPUTERS		N	20	1,500.00	30,000.00	(PHASE 1) INTERACTIVE LED PANELS TO REPLACE EXIRED/EXPIRING INTERACTIVE WHITEBOARDS AND PROJECTORS FOR HIGH SCHOOL CLASSROOMS REDUCED NUMBER TO 20 - PER SUPER	IT PRIORITY 51 - (10 HIGH SCHOOLS, 2 NEWER HAVE THESE, PHASE 1 IS 3 EACH FOR 8 SCHOOLS) THE OLDER WHITE INTERACTIVE PANELS CURRENTLY IN THE CLASSROOMS ARE UP TO 15 YEARS OLD AND ARE NOT OPERATIVE AT THIS POINT. INSTRUCTIONAL TECHNOLOGY RECOMMENDS THAT SECONDARY CLASSROOMS HAVE A STATIC SMART TV OR NON-TOUCH INTERACTIVE SCREENS. THIS IS ASSUMING THERE IS A CLASSROOM STUDENT DEVICE MANAGEMENT SOLUTION THAT WILL ALLOW STUDENTS TO PROJECT THEIR CHROMEBOOK DEVICE ONTO THE SCREEN AND INTERACT WITH THEIR PERSONAL DEVICES TO DISPLAY ON THE STATICE SCREEN IN FRONT OF THE CLASSROOM. THEY ALSO RECOMMEND THAT THE TEACHERS IN THE SECONDARY CLASSROOMS ALSO HAVE A MOBILE OPTION. THIS OPTION WILL BE IN OTHER BUDGET LINES IN THE FUTURE. THE TOTAL NUMBER OF INTERACTIVE PANELS NEEDED FOR THE HIGH SCHOOLS TO COMPLETE PLACING A PANEL IN EACH CLASSROOM IS 483.	
	DPE-COMPUTERS		N	200	1,450.00	290,000.00	(PHASE 1) REPLACEMENT TEACHER NOTEBOOKS HIGH SCHOOL & DISTRICT WITH DOCKING STATION & TOUCH SCREEN E5480'S	IT PRIORITY 54 - (PHASE 1) REPLACEMENT OF TEACHER AND STAFF NOTEBOOKS THAT WILL BE 5 TO 7 YEARS OLD NEXT YEAR. THESE COMPUTERS ARE BEGINNING TO GIVE PROBLEMS THAT ARE UNREPAIRABLE. THIS WOULD FOLLOW OUR EXPERIENCE THAT THESE TYPE COMPUTERS DO NOT PERFORM WELL AFTER 5 TO 6 YEARS AND WE TYPICALLY REPLACE THEM AFTER THIS PERIOD OF USE. THIS	
	DPE-COMPUTERS		N	638	1,450.00	925,100.00	(PHASE 2) REPLACEMENT TEACHER NOTEBOOKS HIGH SCHOOL & DISTRICT WITH DOCKING STATION & TOUCH SCREEN E5480'S REMOVE 26 UNITS - PER JASON GOLDEN	IT PRIORITY 56 - (PHASE 2) REPLACEMENT OF TEACHER AND STAFF NOTEBOOKS THAT WILL BE 5 TO 7 YEARS OLD NEXT YEAR. THESE COMPUTERS ARE BEGINNING TO GIVE PROBLEMS THAT ARE UNREPAIRABLE. THIS WOULD FOLLOW OUR EXPERIENCE THAT THESE TYPE COMPUTERS DO NOT PERFORM WELL AFTER 5 TO 6 YEARS AND WE TYPICALLY REPLACE THEM AFTER THIS PERIOD OF USE. THIS BUDGET AMOUNT ALLOWS US TO EITHER PURCHASE A COMPUTER THAT	
						\$1,355,025.00			0.00

177 -91300-570962-129-02-00-00-00-R2022	DPE-COMPUTERS		N	80	500.00	40,000.00	REPLACE WIRELESS MICROPHONES AND OUTHER DEVICE USING 600MHZ (FEDERAL MANDATE)	IT PRIORITY 25 - USE IN SPECTRUM BANDS 617-652 AND 663-698 MUST STOP BY JULY 13, 2020. THIS WAS IN THE BUDGET FOR THE 2021SY BUDGET, BUT WAS REMOVED. THIS IS TO REPLACE THESE DEVICES IN THROUGHOUT OUR SCHOOLS. THESE DEVICES COULD BE IN OFFICE AREAS, MEDIA CENTERS, CAFETERIAS, TV PRODUCTION, ATHLETICS, AUDITORIUMS, GYMS, MUSIC CLASSROOMS, ETC.	
	DPE-COMPUTERS		N	50	1,600.00	80,000.00	TEACHER COMPUTERS FOR ELEMENTARY, MIDDLE INCLUDES BAG, DOCKING STATION, EXTRA POWER SUPPLY ETC.	IT PRIORITY 27 - THIS ALLOWS US TO PURCHASE NOTEBOOKS COMPUTERS FOR TEACHERS AND STAFF THAT DO NOT HAVE COMPUTERS. THIS IS FOR GROWTH POSITIONS OR POSITONS THAT HAVE BEEN APPROVED TO HAVE A NOTEBOOK COMPUTER THAT PREVIOUSLY DID NOT. THIS BUDGET AMOUNT ALLOWS US TO EITHER PURCHASE A COMPUTER THAT IS A 2 IN 1 WITH A TABLET/TOUCH CAPABILTIY OR ENOUGH BUDGET TO PURCHASE A TYPICAL NOTEBOOK AND A TOUCH TABLET THAT ALLOWS THE TEACHER TO BE MOBILE IN THE CLASSROOM. IF THIS IS A NON CLASSROOM TEACHER, THE COMPUTER THAT IS PURCHASED WOULD BE \$300-\$400 LESS FOR THESE INDIVIDUALS OR/AND THEY WOULD NOT RECIEVE A EXTRA MOBILE TABLET DEVICE.	
	DPE-COMPUTERS		N	50	782.00	39,100.00	REPLACEMENT DESKTOPS ELEM/MIDDLE SCHOOL	IT PRIORITY 33 - REPLACES ADMINISTRATIVE AND STUDENT DESKTOP COMPUTERS THAT WILL BE 8 YEARS OLD. THESE WILL BE REPLACED WITH FASTER AND MORE EFFICIENT COMPUTERS THAT ARE CURRENT AND SUPPORTED BY THE MANUFACTURER. THIS ITEM WAS IN THE BUDGET FOR THE 2021SY, BUT THE BUDGET WAS USED TO PURCHASE STUDENT CHROMEBOOKS.	

	DPE-COMPUTERS		N	200	220.00	44,000.00	EXTERNAL MONITORS	IT PRIORITY 36 - REPLACEMENT MONITORS FOR OLDER NON-FUNCTIONING MONITORS. ALSO USED FOR SECOND MONITOR FOR ADMINISTRATIVE STAFF.	
	DPE-COMPUTERS		N	100	299.00	29,900.00	LASER PRINTER REPLACEMENTS ELEMENTARY/MIDDLE SCHOOL (CLASSROOM COLOR M454)	IT PRIORITY 38 - THESE WERE IN THE 2021SY BUDGET, BUT THE FUNDS WERE USED TO PURCHASE STUDENT CHROMEBOOKS. THIS IS TO REPLACE OLDER PRINTERS THAT ARE FAILING OR NON-FUNCTIONING AND ARE TOO COSTLY FOR MAINTAIN AND REPAIRING.	
	DPE-COMPUTERS		N	40	799.00	31,960.00	LASER PRINTER REPLACEMENTS ELEMENTARY/MIDDLE SCHOOL (WORKGROUP COLOR M553)	IT PRIORITY 39 - THESE WERE IN THE 2021SY BUDGET, BUT THE FUNDS WERE USED TO PURCHASE STUDENT CHROMEBOOKS. THIS IS TO REPLACE OLDER PRINTERS THAT ARE FAILING OR NON-FUNCTIONING AND ARE TOO COSTLY FOR MAINTAIN AND REPAIRING.	
	DPE-COMPUTERS		N	300	349.00	104,700.00	LASER PRINTER REPLACEMENTS ELEMENTARY/MIDDLE SCHOOL (MONOCHROME)	IT PRIORITY 42 - 250 OF THESE WERE IN THE 2021SY BUDGET, BUT THE FUNDS WERE USED TO PURCHASE STUDENT CHROMEBOOKS. THIS INCLUDES THE 250 PLUS 50 MORE THAT NEED REPLACING AND ARE FAILING OR NON-FUNCTIONING. THESE ARE TOO COSTLY FOR MAINTAIN OR REPAIR.	

	DPE-COMPUTERS		N	92	4,250.00	391,000.00	(PHASE 1) INTERACTIVE LED PANELS TO REPLACE EXIRED/EXPIRING INTERACTIVE WHITEBOARDS AND PROJECTORS FOR ELEMENTARY CLASSROOMS UPDATE TO 92 - PER SUPER	IT PRIORITY 49 - (28 ELEM SCHOOLS, 6 ARE COMPLETE, PHASE 1 IN CAPITAL BUDGET IS 3 EACH FOR 24 SCHOOLS AND 6 EXTRA (AS NEEDED)) THESE WERE IN THE ORIGINAL CAPITAL BUDGET FOR THE 2021SY AND WAS COMPLETELY REMOVED. THE OLDER WHITE INTERACTIVE PANELS CURRENTLY IN THE CLASSROOMS ARE UP TO 15 YEARS OLD AND ARE NOT OPERATIVE AT THIS POINT. INSTRUCTIONAL TECHNOLOGY RECOMMENDS THAT ELEMENTARY CLASSROOMS HAVE FULLY INTERACTIVE PANELS (THE SAME PANELS AND MOUNTS WE HAVE BEEN PURCHASING THE PAST FEW YEARS). IN OTHER BUDGET LINES A MOBILE OPTION ADDED FOR THE TEACHERS. THE TOTAL NUMBER OF INTERACTIVE PANELS NEEDED FOR THE ELEMENTARY SCHOOLS TO COMPLETE PLACING A PANEL IN EACH CLASSROOM IS 758.	
	DPE-COMPUTERS		N	18	1,500.00	27,000.00	(PHASE 1) INTERACTIVE LED PANELS TO REPLACE EXIRED/EXPIRING INTERACTIVE WHITEBOARDS AND PROJECTORS FOR MIDDLE SCHOOL CLASSROOMS	IT PRIORITY 50 - (10 MID SCHOOLS, 4 SCHOOLS HAVE THESE - PHASE 1 IS 3 EACH FOR 6 SCHOOLS) THE OLDER WHITE INTERACTIVE PANELS CURRENTLY IN THE CLASSROOMS ARE UP TO 15 YEARS OLD AND ARE NOT OPERATIVE AT THIS POINT. INSTRUCTIONAL TECHNOLOGY RECOMENDS THAT SECONDARY CLASSROOMS HAVE A STATIC SMART TV OR NON-TOUCH INTERACTIVE SCREENS. THIS IS ASSUMING THERE IS A CLASSROOM STUDENT DEVICE MANAGEMENT SOLUTION THAT WILL ALLOW STUDENTS TO PROJECT THEIR CHROMEBOOK DEVICE ONTO THE SCREEN AND INTERACT WITH THEIR PERSONAL DEVICES TO DISPLAY ON THE STATICE SCREEN IN FRONT OF THE CLASSROOM. THEY ALSO RECOMMEND THAT THE TEACHERS IN THE SECONDARY CLASSROOMS ALSO HAVE A MOBILE OPTION. THIS OPTION WILL BE IN OTHER BUDGET LINES IN THE FUTURE. THE TOTAL NUMBER OF INTERACTIVE PANELS NEEDED FOR THE MIDDLE SCHOOLS TO COMPLETE PLACING A PANEL IN EACH CLASSROOM IS 242.	

	DPE-COMPUTERS		N	1077	1,450.00	1,561,650.00	(PHASE 2) REPLACEMENT TEACHER NOTEBOOKS/DOCKS, ACCESSORIES, ETC. ELEM/MID SCHOOL WITH TOUCH E5480'S	IT PRIORITY 57 - (PHASE 2) REPLACEMENT OF TEACHER AND STAFF NOTEBOOKS THAT WILL BE 5 TO 7 YEARS OLD NEXT YEAR. THESE COMPUTERS ARE BEGINNING TO GIVE PROBLEMS THAT ARE UNREPAIRABLE. THIS WOULD FOLLOW OUR EXPERIENCE THAT THESE TYPE COMPUTERS DO NOT PERFORM WELL AFTER 5 TO 6 YEARS AND WE TYPICALLY REPLACE THEM AFTER THIS PERIOD OF USE. THIS BUDGET AMOUNT ALLOWS US TO EITHER PURCHASE A COMPUTER THAT IS A 2 IN 1 WITH A TABLET/TOUCH CAPABILITY OR ENOUGH BUDGET TO PURCHASE A TYPICAL NOTEBOOK AND A TOUCH TABLET THAT ALLOWS THE TEACHER TO BE MOBILE IN THE CLASSROOM.	
	DPE-COMPUTERS		N	62	1,500.00	93,000.00	(PHASE 2) INTERACTIVE LED PANELS TO REPLACE EXPIRED/EXPIRING INTERACTIVE WHITEBOARDS AND PROJECTORS FOR MIDDLE SCHOOL CLASSROOMS	IT PRIORITY 65 - (PHASE 2) THE OLDER WHITE INTERACTIVE PANELS CURRENTLY IN THE CLASSROOMS ARE UP TO 15 YEARS OLD AND ARE NOT OPERATIVE AT THIS POINT. INSTRUCTIONAL TECHNOLOGY RECOMMENDS THAT SECONDARY CLASSROOMS HAVE A STATIC SMART TV OR NON-TOUCH INTERACTIVE SCREENS. THIS IS ASSUMING THERE IS A CLASSROOM STUDENT DEVICE MANAGEMENT SOLUTION THAT WILL ALLOW STUDENTS TO PROJECT THEIR CHROMEBOOK DEVICE ONTO THE SCREEN AND INTERACT WITH THEIR PERSONAL DEVICES TO DISPLAY ON THE STATIC SCREEN IN FRONT OF THE CLASSROOM. THEY ALSO RECOMMEND THAT THE TEACHERS IN THE SECONDARY CLASSROOMS ALSO HAVE A MOBILE OPTION. THIS OPTION WILL BE IN OTHER BUDGET LINES IN THE FUTURE. THE TOTAL NUMBER OF INTERACTIVE PANELS NEEDED FOR THE MIDDLE SCHOOLS TO COMPLETE PLACING A PANEL IN EACH CLASSROOM IS 242. THIS QUANTITY HAS BEEN REDUCED IN THIS BUDGET TO COMPLETE THIS PROJECT OVER A 3 YEAR PERIOD OF TIME.	
						\$2,442,310.00			0.00

177 -91300-570965-129-01-00-00-00-C2022	DPE-NETWORKING		N	1	85,000.00	85,000.00	MISSION CRITICAL EQUIPMENT REPLACEMENT (DATA CTR AND DR SITES)	IT PRIORITY 1 - NETWORK COMPONENTS THAT WILL BE REQUIRED FOR OUR NETWORK TO CONTINUE TO BE PRODUCTIVE AND EFFICIENT FOR OUR INSTRUCTIONAL AND ADMINISTRATIVE NEEDS. THIS LINE IS UNFORSEEN AND EMERGENCY ITEMS THAT BASED ON HISTORY WILL NEEDED TO BE REPLACED DURING THE SCHOOL YEAR	
	DPE-NETWORKING		N	1	110,000.00	110,000.00	PURE HIGH SPEED DATA STORAGE - DR SITE	IT PRIORITY 2 - EXPANSION STORAGE MAINLY BECAUSE OF THE EXTRA DATA SPACE THAT MUNIS AND OTHER DATA INTENSIVE PROGRAMS REQUIRE	
	DPE-NETWORKING		N	1	44,000.00	44,000.00	CISCO FIREWALL MANAGEMENT CONSOLE - DR SITE	IT PRIORITY 4 - SECONDARY FIREWALL AT DISASTER RECOVERY SITE. IF WE LOOSE DISTRICT INTERNET CONNECTIVITY, THIS WILL ALLOW AUTOMATIC INTERNET AVAILABILITY THROUGH THE INTERENT CONNECTIVITY AT THE SUMMIT HIGH DISASTER RECOVERY SITE.	
	DPE-NETWORKING		N	1	182,250.00	182,250.00	INTERNET CONTENT FILTER APLIANCES	IT PRIORITY 5 - CAPITAL EXPENSES FOR NEW CONTENT FILTERING SOLUTUION. THIS PLANNED CONTENT FILTERING SOLUTION WILL ALLOW BETTER SSL DECREPTION AND REPORTING. THIS ALSO ALOWS SECONDARY FILTERING AT OUR DISATER RECOVERY SITE. THIS WILL ALLOW US TO USE THE INTERNET ACCESS AT THAT SITE TO GIVE US MORE BANDWIDTH	
	DPE-NETWORKING		N	1	74,106.00	74,106.00	SECONDARY POWER SUPPLY FOR 5520 WIRELESS LAN CONTROLLER 10 G fiber, UPS, Network Equipment, Interface Modules - totaling \$73875	IT PRIORITY 8 - ADDITIONAL POWER BACKUP. IF ONE POWER SUPPLY GOES DOWN, WE DON'T LOOSE BUILDING LEVEL WIRELESS ACCESS WITH THIS	
						\$495,356.00			0.00

177 -91300-570965-129-02-00-00-00-R2022	DPE-NETWORKING		N	22	21,550.00	474,100.00	CISCO C240 M5 UCS SERVERS W/ MGT LICENSE - VIDEO SECURITY	IT PRIORITY 3 - ELEMENTARY NETWORK SERVER REPLACEMENTS FOR SERVERS THAT ARE EXPIRING AND AT THE END OF LIFE. THESE SERVERS WILL NO LONGER BE SUPPORTED BY THE MANUFACTURER SO REPAIRS, SERVICE UPDATES WILL NO LONGER BE POSSIBLE.	
	DPE-NETWORKING		N	15	1,500.00	22,500.00	UNINTERRUPTABLE POWER & MGT NETWORK/SERVERS ELEM/MIDDLE	IT PRIORITY 6 - REPLACES UPS THAT HAVE EXPIRED AND ARE NO LONGER SERVICEABLE	
	DPE-NETWORKING		N	13	5,100.00	66,300.00	10G FIBER UPGRADES (CRES,FES,LES,OVES,TES,WSES,EES,GES,HBES,KES,NES,WES,PMS)	IT PRIORITY 7 - 10G FIBER UPGRADE BETWEEN IDF'S AND MDF'S AT SOME OF THE ELEMENTARY AND MIDDLE SCHOOLS. AFTER THIS PORTION OF THE PROJECT, WE WILL ONLY NEED 4 SCHOOLS LEFT TO UPGRADE HEMS AND TES WILL BE IN NEXT YEARS BUDGET OR IF SOME OF THESE PROJECTS FINISH A LITTLE LOWER, WE MAY BE ABLE TO FIT THEM IN THIS BUDGET. PMS AND PHS WILL BE COMPLETED DURING THE CURRENT RENOVATION PROJECTS.	
	DPE-NETWORKING		N	100	1,060.00	106,000.00	ADDITIONAL WIRELESS ACCESS POINTS FOR ELEMENTARY SCHOOLS	IT PRIORITY 9 - THESE ARE WIRELESS ACCESS POINT TO BE ADDED TO THE ELEMENTARY SCHOOLS FOR BETTER WIRELESS COVERAGE. THESE ARE AREAS OF OUR BUILDINGS THAT HAVE BEEN IDENTIFIED THAT HAVE WEAK AND INEFFICIENT COVERAGE	
	DPE-NETWORKING		N	38	450.00	17,100.00	SECONDARY POWER SUPPLY FOR 5520 WLC	PRIORITY 10 - ADDITIONAL POWER BACKUP. IF ONE POWER SUPPLY GOES DOWN, WE DON'T LOOSE BUILDING LEVEL WIRELESS ACCESS	
	DPE-NETWORKING		N	30	570.00	17,100.00	SWITCH FIBER SFPS	IT PRIORITY 12 - NETWORK COMPONENTS THAT ARE REQUIRED FOR THE WCS NETWORK TO PERFORM	
	DPE-NETWORKING		N	20	260.00	5,200.00	SWITCH COPPER SFPS	IT PRIORITY 13 - NETWORK COMPONENTS THAT ARE REQUIRED FOR THE WCS NETWORK TO PERFORM	
						\$708,300.00			0.00

177 -91300-579079-129-01-00-00-00-C2022	OE-VEHICLES		N	1	50,000.00	50,000.00	BOX TRUCK REPLACEMENT (REPLACE 2003 YEAR MODELS)	IT PRIORITY 32 - ONE OF THE 2 IT BOX TRUCKS (2003 MODEL) BREAKS DOWN A LOT AND IS HAVING TO BE TOWED TO THE REPAIR SHOP. THIS WILL HELP US TO BE MUCH MORE EFFICIENT WITH NEEDED EQUIPMENT MOVING BETWEEN BUILDINGS.	
						\$50,000.00			0.00
177 -91300-579079-620-01-00-00-00-C2022	OE-VEHICLES		N	1	50,000.00	50,000.00	Replacement: (1) 1-ton utility trucks (45k). Growth: (2) 1/2 ton pickups (50k), one 3/4 ton highboy van (45K), (3) 1 ton utility trucks (135k). Outfitting: (20k). REMOVE ALL, BUT BOX TRUCK FOR \$50k - PER SUPER	Replacement of Maintenance Dept vehicles due to high age, high mileage, and wear & tear. Includes new vehicles for growth positions. Includes cost to outfit vehicles with ladder racks, shelving, tool boxes, etc. to support technicians.	
						\$50,000.00			0.00
177 -91300-579900-510-00-00-00-00-C2022	OTHER CAPITAL OUTLAY		C	1	380,000.00	380,000.00	FURNITURE AND EQUIPMENT REPLACEMENT AND GROWTH SHARED EXPENSE WITH THE SCHOOL UNDER SOP 2.811	WE HAVE THESE EXPENDITURES EACH YEAR AND IT CONTINUES TO GROW.	
						\$380,000.00			0.00
						\$10,213,666.00			

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MEMORANDUM

Date: April 15, 2021

To: Williamson County School Board

From: Maria Griego, Ed.S.
FACS Charter School Committee Chair
Executive Director of Student Support Services

Cc: Jason A. Golden
Superintendent

RE: Foundations Autism Charter School (FACS) Application Recommendation

- Foundations Autism Charter School (FACS) submitted a “new start applicant” application for a charter school in Williamson County.
 - The ratings for the subsections in the three categories (academics, operations, and finances) were averaged to determine the summary rating for each category.
 - For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.
 - The recommendation is based on the written application (narrative and attachments), independent due diligence, and an applicant interview.
- Three Categories of the FACS Application
 - Academic Plan Design & Capacity Summary
 - Committee Recommendation: **Does Not Meet the Standard**
 - Operations Plan & Capacity Summary
 - Committee Recommendation: **Does Not Meet the Standard**
 - Financial Plan & Capacity Summary
 - Committee Recommendation: **Does Not Meet the Standard**

The charter school review committee does not recommend approval of the Foundations Autism Charter School (FACS) application.

[illegible]

1320 West Main Street Suite 202
Franklin, Tennessee 37064-3700
Phone (615) 472-4000
Fax (615) 472-4190
Website: <http://www.wcs.edu>



MEMORANDUM

TO: Williamson County School Board

FROM: Vickie Hall, Assistant Superintendent of Human Resources

DATE: April 19th, 2021

RE: Teachers Recommended for Tenure

Please see the attached teachers recommended for tenure for the 2019-2020 school year.

At the end of the 2019-2020 school year, the following educators met the requirements for tenure eligibility pursuant to TCA 49-5-503. Eligibility is generally met when an educator has completed the statutory probationary period of five (5) school years or not less than forty-five (45) months within the last seven-year (7) period, with the last two (2) years being employed in a regular teaching position and has received evaluations demonstrating an overall performance effectiveness level of “above expectations” or “significantly above expectations” as provided in the evaluation guidelines adopted by the state board of education pursuant to TCA 49-1-302, during the last two (2) years of the probationary period (*) or during the last two years in which LOE scores were available.

ALLENDALE ELEMENTARY

BENNETT, REBECCA
HOOPER, MISTI
LIGON, KELLI

BETHESDA ELEMENTARY

PITTSLEY, ELIZABETH

BRENTWOOD HIGH

ANDERSON, WILLIAM
BROCK, STEPHEN
HOWELL, LYNZEY
POWELL, ERICA
RENTFRO, BRIAN
SANFORD, CHARLES
SAUNDERS, CHRIS
SHIRLEY, GREGORY

BRENTWOOD MIDDLE

ADAMOWICZ, TARA
HAHS, BENJAMIN
HAMRICK, JOSEPH
LEE, ALEXIS
MEADOR, CAITLIN

CENTENNIAL HIGH

ALBAMONT, BRIAN
EVANS, CATHERINE
JACKSON, JASMINE
PATTERSON, STEVEN
SMITH, LISA

CHAPMANS RETREAT ELEMENTARY

ADAMS, KATHLEEN
BLUM, KATELYN
MCCORMICK, KELLY

CLOVERCROFT ELEMENTARY

MCGUIRE, MOLLY

CREEKSIDE ELEMENTARY

PIKE, DENISE
QUEENER, TAYLOR
SANNING, CHRISTOPHER

CROCKETT ELEMENTARY

CRAIG, AMANDA
REGAN, KERRY LYNN

EDMONDSON ELEMENTARY

BAGWELL, KATIE
CLINAGE, TIFFANY

ELL PROGRAM

CREEKMORE, JESSICA
MATANAKILAGI, MARGARET

FAIRVIEW ELEM SCHOOL

BAILEY, MARK
COOPER, CARRIE
MASSEY, LAUREN
PALMER, JANELLE

FAIRVIEW HIGH

CASTLES, KYLE
HARPER, KIARA

FAIRVIEW MIDDLE

BROWN, JOSEPH
JONES, KRISTY
KOCH, LISA
YOUNG, ALEXANDRA

FRANKLIN HIGH

CHATHAM, BRETTON
JONES, BARRY
RUSSELL, STANLEY
SWIFT, PATRICIA
TEMPLE, SEAN

GRASSLAND ELEMENTARY

FOSTER, KATI
HARDIN, LISA
KLINGENSMITH, BRIAN
SAKARAPANEE, MELANIE*
WHITE, JENNIFER
WHITSON, ANGELA

GRASSLAND MIDDLE

ABELL, SUSAN
EICHNER, ALEXANDER
GRISSE, HEATH

HERITAGE MIDDLE

ELLISON, EMILY
KIRK, MARGARET
POORE, BENJAMIN
REDMAN, LANA
VANCE, LINNETT

HILLSBORO ELEMENTARY/MIDDLE

LARKIN, ADRIENNE
PFEIFFER, TANYA

INDEPENDENCE HIGH

BROWN, ASHLIE
MALLOY, SHARON
MEEKS, JONATHAN
SMITH, CASSANDRA

INSTRUCTIONAL TECHNOLOGY

FINLEY, TINA

JORDAN ELEMENTARY

ALLEN, KATHERINE
HATCHER, TAREN

KENROSE ELEMENTARY

HENRY, TARA
LAMMERS, STACY
SEGNER, BETH
WYATT, KIERSTEN

LIPSCOMB ELEMENTARY

HODGE, TANYA
DENNEY WARD, SUSAN

LONGVIEW ELEMENTARY

AULD, COLBY
DEARIEN, LINDSEY
HAZLERIG, CATHERINE
JEWELL, HEATHER
PICKERILL, KARA

MILL CREEK ELEMENTARY

BRATCHER, ERIN
GORE, CAITLIN
MASON, KIRSTEN
PHILLIPS, JULIE
SWYGERT, KELSEY
VAUGHN, LIZA

MILL CREEK MIDDLE

WRIGHT, JOHNNA

NOLENSVILLE ELEMENTARY

CRAIG, ABBY
FRY, REBECCA
GADDIS, CARRIE
TANSEY, EMILY

NOLENSVILLE HIGH

FRISBY, EMILY
GLENN, AMY

OAK VIEW ELEMENTARY

LUNN, JAMI

PAGE HIGH

APPLEGATE, CYNTHIA
HILBER, RYA
LARSON, ALLAN
MACKIE, JENNIFER
TIDWELL, ELIZABETH
TOTH, PATRICK
TUVELL, LINDSAY

PAGE MIDDLE

BOLEWSKI, MOLLY
DEASON, REBECCA

PEARRE CREEK ELEMENTARY

BURGESS, DARA
DEPIETRO, WILLIAM
SAYLOR, ELEXIS

RAVENWOOD HIGH

BEELER, HALEY
CORCORAN, SARA
GREER, ELIZABETH
HAVILAND, LIANNE
HAYNES, JOY
HELMBRECHT, STACEY
JULIAN, JENNIFER

RENAISSANCE HIGH

KOHLER, VANESSA
LEATHERMAN, CASY

SCALES ELEMENTARY

GORMSEN, ELIZABETH
HERRELL, JESSICA
KING, TERESA
MAYES, CASEY
SMITH, LYDIA

SPECIAL EDUCATION

ALFORD, ROBIN GELLINEAU
BARANY, ANDREA
BRANTON, BRANDI
DOETZER, CAROLYN
JEFFERSON, LYNDI
JONES, LEAH
MAHAN, MARY
MARCOM, KELLY
MCKNIGHT, RENEE
PENGAL, NICOLE
PITTMAN, GINA
SWENCKI, PATRICK
TEPNER, ELISE

SPRING STATION MIDDLE

BARNETT, KRISTOPHER
BUTLER, DUSTIN
DAVIS, ROBERT

SUMMIT HIGH

DRAGOS, LEIGH
MATYKIEWICZ, EDITH
MCNEELY, ALLISON
MOSES, MARK
RICHARDSON, PEGGY
SALIGA, ELIZABETH
TARR, KELSEY

SUNSET ELEMENTARY

CARPENTER, SALLY DARLENE
RICKER, ALLYSON
SYLVESTER, CASSANDRA
TRAVIS, JORDAN

SUNSET MIDDLE

KELLER, JENNIFER
KUBISIAK, VINCENT

THOMPSON'S STATION ELEMENTARY

FERRIE, JONATHON
HANNAN-BRUECKEN, TARA
RANNEY, SHANNON
RUIZ, KELLY

THOMPSON'S STATION MIDDLE

MARBURY, NATALIE
SPINELLI, PAMELA

TRINITY ELEMENTARY

DAWSON, KATHERINE
FREDRICK, JOHANNAH
HARTMAN, GRACE
PLATT, MEGAN

WALNUT GROVE ELEMENTARY

NEWMAN, JENNIFER
PALMERTON, WENDY

WESTWOOD ELEMENTARY

GARNER, LACIE
MATEER, MARY

WINSTEAD ELEMENTARY

GRASHAM, CATHERINE
STEVENS, MELINA

WOODLAND MIDDLE

KINNARD, SHARON
LOECHER, ELIZABETH

**Educator previously attained tenure and served a two-year probationary period.*



MEMORANDUM

April 6, 2021

TO: Williamson County Board of Education

CC: Jason Golden, Superintendent of School
Mark Samuels, P.E., Assistant Superintendent of Operations

FROM: Kevin Fortney, Director of Facilities & Construction 

RE: Use of Facilities Fees Recommendation

Each year, and in keeping with our strategic plan, a review of the fees for use of facilities, by outside organizations, is made. The last time a fee increase was implemented for use of facilities was in April 2013. Over the past years our cost of utilities, insurance and utilities have increased by approximately 4 percent. Our contract for custodial services for the upcoming school year 2021 has increased by about 2 percent.

At present WCS does not charge a fee for use of outdoor facilities. We proposed a fee for outdoor use of facilities in 2018 however, the School Board position was not to charge for outdoor usage.

Based on our current cost factors staff recommends an increase of four (4) percent for indoor facility use.

2021-2022 Suggested Facilities Use Price Increase				
Area	Current Pricing	4% Increase	Round up/down to nearest dollar	Notes
Classroom	\$15.00	\$15.60	\$16.00	Per board policy, classroom use is limited.
Auditorium	\$285.00	\$296.40	\$296.00	
Gymnasium	\$290.00	\$301.60	\$302.00	
Auxiliary Gym	\$290.00	\$301.60	\$302.00	
Gym for Jr. Sports	\$18.00 per hour (Max of \$290 per day)	\$18.72	\$19.00 per hour (Max of \$302.00 per day)	
Cafeteria	\$18 per hour (Max \$130 per day)	\$18.72 per hour (Max \$135.20 per day)	\$19.00 per hour (Max of \$135.00 per day)	

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Website: <http://www.wcs.edu>



MEMORANDUM

TO: Williamson County School Board

FROM: Juli Oyer, Assistant Superintendent of Elementary Schools
Leigh Webb, Assistant Superintendent of Secondary Schools

DATE: April 7, 2021

RE: WCS Online School Entity Approval

For the purpose of full-time online education for students in grades K-12, staff requests approval of two separate WCS Online School entities beginning with the 2021-22 school year. The two independent entities would serve grades K-8 and 9-12 respectively and would open in the fall of 2021.

Staff recommends approval.

Williamson County Board of Education

Monitoring: Review: Annually, in July	Descriptor Term: Agendas	Descriptor Code: 1.403	Issued Date: 01/21/20
		Rescinds: 1.403	Issued: 01/18/18

The Chair and the Superintendent of Schools shall determine the agenda.¹ While developing the agenda, the Chair and Superintendent shall identify routine or non-controversial items to be placed on the consent agenda, which shall become a part of the regular agenda. If any member objects to including an item on the consent agenda, that item shall be moved to the regular agenda as an action item requiring discussion. The remaining consent items shall be adopted in a single vote without discussion.

Additional items of business may be placed on the board work session agenda under “Topics for Discussion” at the request of a board member made in writing. Board members wishing to suggest an item of business for the agenda shall notify the Superintendent and Chair in writing at least ten (10) working days before the board work session. The Board may from time to time invite subject matter experts to provide informational presentations as part of the work session agenda.

Regular meetings shall be conducted under the following order of business:

1. Call to Order, Pledge and Moment of Silence
2. Items of Public Interest (Public Comment)**
3. Approval of Agenda*/Items of Consent (Consent Agenda)
4. Communications to the Board (requiring no action)
5. Unfinished Business
6. New Business
7. Adjournment

*Note: Once the agenda has been approved, it may not be changed without action to set aside Board policy.

**Thirty (30) minutes will be placed on the agenda for the Chair to recognize individuals to make comments. At the discretion of the Chair, this time may be extended. Williamson County residents and WCS employees shall have first priority. In the event time remains, the Chair may allow nonresidents to speak. All persons addressing the Board will state his/her name, provide his/her address and provide the name of the organization or group he/she represents before addressing the Board. The Board reserves the right to limit the time of any speaker. The Chair shall have the authority to terminate the remarks of any individual who is disruptive or does not adhere to Board rules.²

Under the tenure recommendations section of the agenda, if a Board member requests that any specific tenure recommendation(s) be acted upon separately, this request will be honored automatically.

Agendas for special meetings of the School Board shall be established pursuant to requirements established by Tennessee law. *Fifteen (15) minutes will be placed on the agenda for the Chair to*

- 1 *recognize individuals to make public comment. At the discretion of the Chair, this time may be*
2 *extended. Public Comment is limited to the business related to the call of the meeting and the details*
3 *related to the agenda item(s) discussed or transacted by the Board at a special meeting. Williamson*
4 *County residents and WCS employees shall have first priority. In the event time remains, the Chair*
5 *may allow nonresidents to speak. All persons addressing the Board will state his/her name, provide*
6 *his/her address and provide the name of the organization or group he/she represents before addressing*
7 *the Board. The Board reserves the right to limit the time of any speaker. The Chair shall have the*
8 *authority to terminate the remarks of any individual who is disruptive or does not adhere to Board*
9 *rules.*³.
- 10 The agenda shall be available at each meeting for visitors. The agenda shall be available online to the
11 members, the media, and the public.

Legal References

1. TCA 49-2-206
2. TCA 39-17-306
3. [TCA 39-17-306](#)

Cross References

Duties of Officers 1.201
Executive Committee 1.301



TO: Williamson County Board of Education

FROM: Rachel Farmer, Assistant Superintendent – Finance

rf

SUBJECT: End of Month Financials

DATE: April 1, 2021

Please find attached the activity statements for all of our funds for March 2021. These statements are prior to reconciliation with the trustee.

If you have any further questions, please call me at 472-4022.

04/04/2021 16:27
rachel.farmer

Williamson County Schools
YEAR-TO-DATE BUDGET REPORT

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FOR 2021 13

JOURNAL DETAIL 2021 1 TO 2021 13

ACCOUNTS FOR: 141 GENERAL PURPOSE SCHOOL	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL
40000 REVENUES	-372,915,330	-7,722,913	-380,638,243	-325,435,882.55	-55,202,360.13	85.5%
71100 REGULAR INSTRUCTION	189,330,385	2,437,138	191,767,523	124,609,072.90	66,940,806.72	65.0%
71150 ALTERNATIVE INSTRUCTION	683,081	0	683,081	346,764.19	336,203.29	50.8%
71200 SPECIAL EDUCATION INSTRUCTION	59,432,553	34,735	59,467,288	38,084,614.53	20,798,466.09	64.0%
71300 CAREER AND TECHNICAL EDUCATIO	7,763,068	888,273	8,651,341	5,358,890.99	2,745,492.75	61.9%
71400 STUDENT BODY EDUC PRGM	1,950,000	0	1,950,000	1,229,565.58	380,641.34	63.1%
72110 ATTENDANCE	509,110	0	509,110	366,246.90	142,863.10	71.9%
72120 HEALTH SERVICES	6,160,540	20,000	6,180,540	4,166,582.07	1,995,109.27	67.4%
72130 OTHER STUDENT SUPPORT	12,100,122	1,123,273	13,223,395	8,444,992.69	4,080,783.38	63.9%
72210 INSTRUCTION SUPPORT	12,842,944	351,776	13,194,720	8,375,237.66	4,776,259.27	63.5%
72215 ALTERNATIVE SUPPORT	206,574	0	206,574	153,644.31	52,929.69	74.4%
72220 SPECIAL EDUCATION SUPPORT	7,003,571	180,000	7,183,571	4,838,382.97	2,073,968.20	67.4%
72230 CAREER/TECH EDUC SUPPORT	324,251	45,961	370,212	212,612.05	154,338.61	57.4%
72250 TECHNOLOGY	9,651,532	135,555	9,787,087	8,173,211.03	1,119,136.23	83.5%
72310 BOARD OF EDUCATION	6,838,818	0	6,838,818	5,726,925.71	1,069,178.66	83.7%
72320 OFFICE OF SUPERINTENDENT	1,619,786	32,989	1,652,775	1,055,102.59	590,916.01	63.8%
72410 OFFICE OF PRINCIPAL	25,231,656	0	25,231,656	17,831,643.00	7,400,013.00	70.7%
72510 FISCAL SERVICES	1,864,359	26,950	1,891,309	1,413,368.27	464,440.73	74.7%
72520 HUMAN SERVICES/PERSONNEL	1,521,099	55,500	1,576,599	1,110,064.42	451,344.43	70.4%
72610 OPERATION OF PLANT	19,510,519	0	19,510,519	12,394,604.53	4,252,454.95	63.5%
72620 MAINTENANCE OF PLANT	9,391,043	856,385	10,247,428	5,831,573.34	2,978,272.69	56.9%
72710 TRANSPORTATION	20,037,726	2,806,800	22,844,526	12,902,631.48	7,117,642.45	56.5%
72901 COVID-19 SUPPORT SERVICES	0	206,195	206,195	438,156.89	-231,961.89	212.5%
73300 COMMUNITY SERVICES	1,030,723	67,620	1,098,343	693,234.49	393,534.25	63.1%
73400 EARLY CHILDHOOD/PRE K	922,309	0	922,309	530,071.13	388,696.51	57.5%
99100 TRANSFERS OUT	0	2,260,000	2,260,000	.00	2,260,000.00	.0%
TOTAL GENERAL PURPOSE SCHOOL	23,010,439	3,806,237	26,816,676	-61,148,688.83	77,529,169.60	-228.0%
TOTAL REVENUES	-372,915,330	-7,722,913	-380,638,243	-325,435,882.55	-55,202,360.13	
TOTAL EXPENSES	395,925,769	11,529,150	407,454,919	264,287,193.72	132,731,529.73	

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rachel.farmer

Williamson County Schools
YEAR-TO-DATE BUDGET REPORT

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FOR 2021 13

JOURNAL DETAIL 2021 1 TO 2021 13

ACCOUNTS FOR: 142 SCHOOL FEDERAL PROJECTS	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL
40000 REVENUES	-8,595,957	-3,790,675	-12,386,632	-6,280,689.37	-6,105,943.07	50.7%
71100 REGULAR INSTRUCTION	670,237	453,132	1,123,369	650,790.76	461,754.78	57.9%
71200 SPECIAL EDUCATION INSTRUCTION	4,555,251	631,865	5,187,116	3,564,772.28	1,317,417.27	68.7%
71300 CAREER AND TECHNICAL EDUCATIO	205,415	33,016	238,431	137,851.17	91,177.54	57.8%
72120 HEALTH SERVICES	689,348	262,582	951,930	582,253.26	369,676.69	61.2%
72130 OTHER STUDENT SUPPORT	138,662	-16,500	122,162	9,662.22	101,864.99	7.9%
72210 INSTRUCTION SUPPORT	568,349	275,697	844,046	387,534.13	387,286.86	45.9%
72220 SPECIAL EDUCATION SUPPORT	468,945	155,442	624,387	408,895.58	181,741.47	65.5%
72230 CAREER/TECH EDUC SUPPORT	18,707	-10,453	8,254	5,694.58	2,559.42	69.0%
72250 TECHNOLOGY	0	1,913,203	1,913,203	.00	1,913,203.28	.0%
72610 OPERATION OF PLANT	12,301	-6,448	5,853	5,853.01	.00	100.0%
72710 TRANSPORTATION	1,000	10,841	11,841	.00	11,840.75	.0%
99100 TRANSFERS OUT	1,267,742	88,298	1,356,040	572,385.93	783,653.67	42.2%
TOTAL SCHOOL FEDERAL PROJECTS	0	0	0	45,003.55	-483,766.35	100.0%
TOTAL REVENUES	-8,595,957	-3,790,675	-12,386,632	-6,280,689.37	-6,105,943.07	
TOTAL EXPENSES	8,595,957	3,790,675	12,386,632	6,325,692.92	5,622,176.72	

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 rachel.farmer

Williamson County Schools
 YEAR-TO-DATE BUDGET REPORT

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FOR 2021 13					JOURNAL DETAIL 2021 1 TO 2021 13	
ACCOUNTS FOR: 143 CENTRAL CAFETERIA	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL
40000 REVENUES	-14,355,000	-2,000,000	-16,355,000	-7,565,396.93	-8,789,603.07	46.3%
73100 FOOD SERVICE	14,557,636	111,067	14,668,703	8,957,439.24	4,762,855.37	61.1%
TOTAL CENTRAL CAFETERIA	202,636	-1,888,933	-1,686,297	1,392,042.31	-4,026,747.70	-82.6%
TOTAL REVENUES	-14,355,000	-2,000,000	-16,355,000	-7,565,396.93	-8,789,603.07	
TOTAL EXPENSES	14,557,636	111,067	14,668,703	8,957,439.24	4,762,855.37	

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Williamson County Schools
 YEAR-TO-DATE BUDGET REPORT

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FOR 2021 13		JOURNAL DETAIL 2021 1 TO 2021 13					
ACCOUNTS FOR:	EXTENDED SCHOOL PROGRAM	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL
146							
40000	REVENUES	-7,223,000	-260,000	-7,483,000	-2,216,501.81	-5,266,498.19	29.6%
73300	COMMUNITY SERVICES	6,983,988	52,517	7,036,505	3,130,840.29	3,880,605.27	44.5%
99100	TRANSFERS OUT	170,000	0	170,000	.00	170,000.00	.0%
	TOTAL EXTENDED SCHOOL PROGRAM	-69,012	-207,483	-276,495	914,338.48	-1,215,892.92	-330.7%
	TOTAL REVENUES	-7,223,000	-260,000	-7,483,000	-2,216,501.81	-5,266,498.19	
	TOTAL EXPENSES	7,153,988	52,517	7,206,505	3,130,840.29	4,050,605.27	

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 rachel.farmer

Williamson County Schools
 YEAR-TO-DATE BUDGET REPORT

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FOR 2021 13					JOURNAL DETAIL 2021 1 TO 2021 13	
ACCOUNTS FOR:	ORIGINAL	ESTIM REV	REVISED	ACTUAL YTD	REMAINING	PCT
177 EDUCATION CAPITAL PROJECTS	ESTIM REV	ADJSTMTS	EST REV	REVENUE	REVENUE	COLL
40000 REVENUES	-422,707,113	-455,318,135	-878,025,248	-824,392,115.55	-53,633,132.71	93.9%
82330 OTHER DEBT SERVICE	0	2,400,000	2,400,000	2,400,000.00	.00	100.0%
91300 EDUCATION CAPITAL OUTLAY	635,581,201	269,872,872	905,454,073	735,334,145.34	152,018,257.26	81.2%
TOTAL EDUCATION CAPITAL PROJECTS	212,874,088	-183,045,263	29,828,824	-86,657,970.21	98,385,124.55	-290.5%
TOTAL REVENUES	-422,707,113	-455,318,135	-878,025,248	-824,392,115.55	-53,633,132.71	
TOTAL EXPENSES	635,581,201	272,272,872	907,854,073	737,734,145.34	152,018,257.26	

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 rachel.farmer

Williamson County Schools
 YEAR-TO-DATE BUDGET REPORT

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FOR 2021 13

JOURNAL DETAIL 2021 1 TO 2021 13

ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE
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REMAINING REVENUE	PCT COLL
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GRAND TOTAL	236,018,151-181,335,442	54,682,708-145,455,274.70	
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170,187,887.18	-266.0%
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** END OF REPORT - Generated by Rachel Farmer **

To: Rachel Farmer 
 From: Kirk Elliott
 Date: April 5, 2021
 RE: Purchasing Report

Contains bid projects conducted during the month of March 2021

The following is a summary of pertinent bid data for inclusion with the Board Materials to be reviewed at the next WCBOE meeting. The summary is in order of ascending bid sequence numbers and not necessarily by date. Pursuant to Board Policy this summary reports recent RFB's (Request for Bids) and RFP's (Request for Proposals) that were administered by the WCS Purchasing Department. As always any purchasing - bid project that may require Board action should appear on the Board Agenda. The projects listed below do not require Board action at the present time and are listed here for your information. If further details are needed please contact the Purchasing Department to review any of the related bid - project files. In addition to the projects listed in this monthly report the WCS Purchasing Department continues to review, approve and process numerous daily purchase orders that encompass day to day operations as well as negotiate renewals of previously bid contracts.

RFP #1230	WCS Outsourced Custodial Services		
Project Description	This project was for district wide outsourced custodial services.		
Department/Director	Maintenance, Adam Christopher		
Advertised	Tuesday, February 23, 2021 in the Tennessean		
Bid Opening	Tuesday, March 23, 2021 at 2:30 p.m.		
Bidders Solicited for this Project	Name of Company	Bid Amount	
		North Zone	South Zone
	ABBCO		
	ABM	\$4,093,946.37	\$3,611,382.78
	American Facility Services	\$5,266,371.62	\$5,330,346.50
	Atalian Global		
	Budd Group		
	Frantz Building	NO BID	
	4-M		
	HES Facilities	\$3,705,167.34	\$3,748,790.89
	Premiere		
	SG-360		
	TMA Services	\$5,294,071.03	\$5,488,999.15
Awarded	HES	North Zone	
	ABM	South Zone	

RFP #1231	E-Rate Procurement	
Project Description	State of Tennessee E-Rate Broadband Consortium	
Department/Director	Technology, Tim McNeese	
Advertised	Monday, February 15, 2021 in the Tennessean	
Bid Opening	Friday, March 5, 2021 at 2:30 p.m.	
Bidders Solicited for this Project	Name of Company	Bid Amount
	ATT	\$1,100,300.28
	ENA	\$1,232,400.00
	Granite	\$4,925,553.40
Awarded	ATT	

RFB #1233	Roof Replacements at Various Schools		
Project Description	This project solicited bids for roof replacement at WGES, CRES and CHS		
Department/Director	Maintenance, Adam Christopher		
Architect or Engineer	Jason Rinks, Richard C. Rinks & Associates, Inc.		
Advertised	Tuesday, March 9, 2021 in the Tennessean		
Bid Opening	Tuesday, March 30, 2021 at 2:30 p.m.		
Bidders Solicited for this Project	Name of Company	Bid Amount	
		Schedule I	Schedule II
	Collier Roofing	\$1,581,392.00	\$1,240,200.00
	Dixie Roofing		
	Donelson Roofing		
	Don Kennedy Roofing	\$1,201,958.00	\$590,444.00
	Eskola Roofing	\$1,858,385.00	\$1,382,440.00
	Gunter Construction Roofing		
	Maxwell Roofing & Sheet Metal	\$1,198,564.00	\$917,454.00
	RSS Roofing		
	Southern Roofing of Tennessee		
	Total Building Maintenance		
	Two Rivers Roofing		
	Village Roofing		
Awarded	Maxwell Roofing & Sheet Metal	Schedule I - Walnut Grove and Chapmans Retreat	
	Don Kennedy Roofing	Schedule II - Centennial High School	

School Board Overnight Field Trip Report

Trip ID	Trip Date	Return Date	Approved	Origin	Trip Name	Trip Type	Activity Type	#	Destination
30099	4/7/2021	4/8/2021	3/21/2021	Franklin High	Willco Champs	Athletic Trip	Track	2	Nolensville High School
Notes/Fees <i>No Cost</i>									
29866	6/27/2023	6/30/2023	4/5/2021	Page High	State FFA Convention	CTE Trip	Career/Technical FFA	12	Gatlinburg Convention Center
Notes/Fees <i>Bus needed. CTE and FFA will cover costs</i>									
29859	3/8/2021	3/12/2021	3/8/2021	Ravenwood High	DECA State Competition	CTE Trip	Career/Technical - DECA 30		Ravenwood High
Notes/Fees <i>No Bus NeededThis is virtual competition, students will compete at home. Students will need to be excused from school on their assigned competition day. Detailed list will be provided.</i>									
Wednesday, April 07, 2021 08:31 AM				Page 1 of 1					



Department of
Education

Charter Schools

Application for a Public Charter School

Opening in 2022-23

GENERAL INFORMATION

Name of proposed school: Foundations Autism Charter School

Projected year of school opening: Fall 2022

Charter authorizer for proposed school: Williamson County Schools

Sponsor: Autism Charter Schools of TN

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes ☐ No ☐ In Process ☒

Model or focus of proposed school: Autism

City or geographic community for proposed school: Williamson County

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

Primary Contact mailing address: 5000 Burtonwood Way Spring Hill, TN 37174

Primary Contact work telephone: (____) _____ Primary Contact mobile telephone: (615) 516-4758

Primary Contact email address: ByrdsonDL@gmail.com

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
Daniel Byrdson	Autism Charter Schools of TN – President	Executive Director
Teri Homishak	University of Arkansas – Autism Program Specialist	Director of Curriculum
Thy Johnson	George High School – Special Education Teacher	Director of Education

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 Foundations Autism Charter 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 individual 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.

Daniel Byrdson
Signature

Daniel Byrdson

Printed Name of Authorized Representative

President

Title of Authorized Representative

MISSION STATEMENT:

The mission of the Foundations Autism Charter School is to meet the educational needs of children with Autism Spectrum Disorder by providing high-quality individualized educational services through the application of evidence-based teaching methods and strategies rooted in the principles of applied behavior analysis.

Our aim is to provide an educational environment for children with autism where their individual needs are recognized, valued, honored, and addressed through child-focused and outcome-driven goals and objectives that prioritize our students' overall best interest above all else. We will ensure that these services are provided by a team of highly trained and well-supported professionals including Behavior Analysts, teachers, Registered behavior technicians, administrative staff, and other service providers with various and complementary skills sets who are passionate about helping our students achieve best outcomes for their futures.

In addition, we believe that best-level educational support for our students extends beyond the school environment through maintaining a positive rapport with the parents and other family members of our students, by providing them with ongoing training, education, and support.

OUR VISION:

Our vision is for **every child with autism** to be respected and valued and to have their individual educational needs met in a caring and positive environment. Within this vision, our ultimate goal is to create lasting and socially significant change in the lives of children with Autism Spectrum Disorder by providing access to high quality, specialized educational services and helping them learn to communicate effectively, as well as to learn the additional educational, social, and life skills necessary for them to become active and involved members of their families and communities.

1.2 Enrollment Summary

- (a) Community from which FACS intends to draw students, including the demographic profile and school zones within the LEA.
- (b) Rationale for selecting the community where the proposed school will locate.
- (c) Academic performance of surrounding schools in that community.
- (d) Specific population of students the proposed school intends to serve including how the implementation of the academic plan will meet the needs of the proposed target population.
- (e) Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
- (f) If you are an existing operator, describe any enrollment practices, processes, and policies that will differ from the existing school.
N/A
- (g) Complete the enrollment summary and anticipated demographics charts below.
N/A

a) The Foundations Autism Charter School (FACS) will serve students affected by Autism Spectrum Disorders (ASD) in grades K-3, living within the Williamson County School District. Autism is the fastest growing serious developmental disability affecting 1 in 54 children in the United States according to the Centers for Disease Control and Prevention (CDC). The condition occurs in all racial and ethnic groups and is more likely to strike boys than girls. Children with autism have mild to severe deficiencies in communication, self-help and social-emotional skills. Many have major behavioral challenges as well. Many school districts are struggling with the boom in autism cases. With so many competing interests at a typical public school, families struggle daily to get the services their children need to learn. Parents who have the means often send their autistic children to private schools paying tuition rates between \$22,000 and \$35,000 a year. Parents who can hire advocates often undertake costly battles to get school districts to pay for private schools. Many families living with autism in the Williamson County area don't have these options. It is a widely misconception, that all of Williamson County residents are wealthy and can afford other options.

Williamson County has 588 children identified with ASD diagnosis. This number does not include those identified with Developmental Delay and other disabilities that are likely to qualify for ASD diagnosis. If you combine Developmental delay with Autism, it would 1043 and would be the number one disability in Williamson County.

FACS will offer a high-quality, tuition free education option for families living with autism and will raise awareness of autism in the area and within the school system. In short, FACS will empower parents to choose a tuition-free school where their children are the priority, where student-teacher ratios will be optimal for students with autism and where the curriculum will be individualized, results driven and delivered specifically using the principles of Applied Behavior Analysis (ABA). Although our target population is students with ASD, our individualized programs of instruction, small class sizes and ABA strategies would be beneficial for any student wishing to enroll.

More specifically, our target population is students with ASD in grades K-3, currently attending inclusion and self-contained special education programs in the Williamson County area including 28 elementary schools and one K-8 school that would be our initial target population. There are approximately 42,000 students in the Williamson County School District. According to WCS information, 588 students with autism attend the schools in our target area.

According to Vanderbilt Kennedy Center

Statistics for children with ASD in United States 2020

- 1 in 54 children—An increase from 1 in 59, the 2018 CDC estimate
- 1 in 34 boys—Boys with ASD outnumber girls 4 to 1

Statistics for children with ASD in Tennessee 2020

- 1 in 64 children
 - This is the second time Tennessee-specific data has been available.
 - The data documented that ASD is extremely common in Tennessee.
 - This study focused on an 11-county region surrounding Nashville.
 - Of the 11 states in the CDC ADDM Network, Tennessee's number was ranked 8 of 11 reporting states.
 - Only 36% of children with ASD received a diagnosis before 3 years—highlighting the need for improved early detection initiatives.

b) FACS has selected Williamson County School District for our school because although they do offer quality education, there is a need beginning in kindergarten to bridge the gap from Early Childhood (EC). FACS would like to partner with WCS to implement a Gold Standard of education for ASD students. FACS is designed to fit the unique needs of ASD students. It will give flexibility and freedom not found in public schools. FACS will help ASD students thrive through smaller class sizes, individualized support, and intense ABA therapy.

The public school programs available for students with autism in the Williamson County area are based on eclectic approaches that pull from various types of curriculums, models and methodologies. Of the programs that use some ABA strategies, only a few are staffed by a Board Certified Behavior Analyst (BCBA), the only professionals who have the training and credentials in this discipline.

Although using eclectic approaches may seem appropriate for educating students with autism, research indicates it is not as effective as implementing a program based exclusively on the principles of ABA. A 2005 study published in the journal *Research in Developmental Disabilities* is one of many that finds that eclectic approaches yield few gains for students and can even cause students to regress. Study author Jane S. Howard, California State University, Stanislaus and The Kendall School states, "Eclectic approaches were not only ineffective, they produced *negative* mean change in scores in multiple domains. In short, the effect of eclectic approaches was to flatten or decrease rather than increase the slopes of developmental trajectories of most children." The study also concurs with dozens of others that have found that programs based on ABA and regular data collection yield measurable results, leading many students to transition out of special education.

The CDC has stated that the rise in autism spectrum disorders is an "urgent public health concern" and urges community organizations to collaborate to offer solutions for families living with this condition. Currently, there are no medical interventions that can "cure" autism. What physicians and researchers do agree on is the efficacy of behavioral interventions in improving symptoms of autism. In fact, the American Academy of Pediatrics and the Surgeon General have endorsed ABA as the methodology that provides the most effective outcomes.

c) According to WCS website, State Report Card:

Academic Achievement: 68.9% success rate

Student Growth: Level 5

Chronically Out of School 4.9% of students

Progress on English Learner Proficiency: 62.7 proficiency rate

Ready Graduated 78.1 of graduates (class of 2018)

Graduation Rate: 95.9 % (class of 2018)

FACS could not find any public data specific to the ASD population for elementary schools in WCS.

d)FACS will offer students individualized programs of instruction based on the principles of ABA. Customized student programs will be developed and supervised by a Board Certified Behavior Analysts (BCBA) with a track record of success in working with students with autism. BCBAs

are the only professionals who have the credentials and training to ensure ABA programs are implemented with fidelity therefore; FACS will always have BCBAs on staff to supervise programs of instruction and train teachers and paraprofessionals. Students will be assessed upon enrollment using tools such as the ABLLS and VB-MAPPs, which are specifically geared toward our target population. Data will be taken daily to ensure goals are appropriate and that there are consistent, measurable gains in all academic areas based on the Tennessee State Standards. This type of program is optimal for children with autism but can also be very effective and beneficial for typical students with behavioral and motivational issues.

As mentioned previously, teachers and staff will be trained in ABA strategies by a BCBA prior to working with students. Training will be intensive and hands-on and will take place throughout the school year. In addition, staff will participate in training and coaching parents in ABA techniques to ensure strategies are implemented across all environments.

In addition, many families have a very difficult time navigating the system that is supposed to provide services for children with autism. Although most children with autism qualify for therapy services such as habilitation, speech and occupational therapy, parents must know how to advocate for those services with the Department of Developmental Disabilities.

Autism Charter Schools in Other States

In order to understand the impact of a charter school focused on children with autism, the FACS team researched other charter schools across the nation focused on this population. A 2008 report commissioned by the U.S. Office of Special Education Programs and authored by the National Association of State Directors of Special Education says that at that time, there were at least 20 other charter schools in 13 states focused on children with ASD. FACS has researched some of these schools including South Florida Autism Charter School, New York Center for Autism Charter School, Foundation School for Autism in Texas, Autism Academy of Learning in Ohio, Spectrum Charter School in Pennsylvania and Lionsgate Academy in Minnesota, and Arizona Autism Charter School. It is clear that these schools are responding to an overwhelming community need based on the fact there are always more applicants than there are openings in the school. There is a high demand for their specialty in autism education. All of the schools also subscribe to a program based on Applied Behavior Analysis. It is time for Tennessee to join the other states that offer a charter school option for students with autism that is grounded in ABA delivered by the highest level of professionals in this field.

The investment we make in the education of children with autism today can also help reduce the future costs the community will incur in caring for children with ASD as they grow into adulthood. A 2006 study conducted by the Harvard School of Public Health says it can cost about \$3.2 million to take care of an autistic person over his or her lifetime. Nationally, caring for all people with autism over their lifetimes costs an estimated \$35 billion per year. This is a

problem that needs to be addressed now. FACS's mission and driving force is to help individuals with autism live as independently as possible. This will be accomplished by empowering students to reach their full potential academically and in their functional life skills. Our goal will be to mainstream capable students into general education classrooms so they are able to graduate from high school and go to college with their typically developing peers. For students on the lower end of the autism spectrum, the goal will be to equip them with the skills necessary to transition to a vocational program for adults with special needs.

e)FACS proposes to have a class size of 15 students with one teacher and two paraprofessionals. As mentioned previously, the programs offered in many public schools for students with autism are based on eclectic approaches and not specifically on Applied Behavior Analysis. There are no autism programs within the target area supervised by Board Certified Behavior Analysts. Most group autistic students with students with various other disabilities, making it difficult for educators to focus on best practices for autism specifically.

Many ABA strategies require individualized instruction. In order for programs to be implemented effectively in a school setting, class sizes must be small, with low student-teacher ratios. The Classes at FACS will be limited to 15 students with one lead teacher and at least two highly-trained paraprofessionals. Students with autism have various levels of functioning and academic abilities that don't necessarily correlate with age or grade level. For this reason, FACS will have multi-grade classrooms that will group students based on their needs and abilities. FACS initially plan to have two kindergarten - 3rd grade classrooms, for a total of eight classrooms. Depending on enrollment, FACS plans to offer two grade-level classrooms that will operate as similarly as possible to a typical public school program. These classrooms will be used for students who are getting ready to transition back to a more typical public school setting, but still need supports.

Small class sizes and 3:1 ratios will ensure each student's program and progress is monitored and adjusted based on daily data and measurable results. For students with autism, this level of education can be life changing. By using these evidence-based strategies, students who are non-verbal can learn to communicate, read, write and use technology. Higher functioning students can learn to tap into their interests in productive ways and acquire the self-management and social skills necessary to transition to mainstream education. By offering students individualized education programs grounded in Applied Behavior Analysis, small class sizes and low student-teacher ratios students will have the best chance at reaching their full potential. This level of education would help bridge the gap in autism services in the Williamson County area and would serve as a model for other educational entities serving this population.

1.3 Academic Focus and Plan

1.3a) The academic focus of FACS will be to provide a high quality of instruction in the academic core content areas of Math, Reading, Science, Writing, Spelling, Social Studies while at the same time focusing on intensive, language-based interventions to promote communication and increase success in the academic curriculum. FACS will utilize the principles of Applied Behavior Analysis (ABA) and Analysis of Verbal Behavior (AVB), which is based on the principles of ABA but focuses more on encouraging verbal communication. Research indicates that Applied Behavior Analysis is one of the most effective methods for treating people with autism. Applied behavior analysis (ABA) is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree (Baer, Wolf & Risley, 1968/1987; Sulzer-Azaroff & Mayer, 1991).

1.3d) Applied Behavior Analysis is a systematic approach to assess and evaluate the application of interventions that alter behavior. ABA is an objective discipline that focuses on the reliable measurement and objective evaluation of observable behavior. Programs based on the methods of ABA are grounded in the well-established principles of learning and operant conditioning, as influenced by the works of researchers such as Fred Keller and B.F. Skinner. The use of single case experimental design to evaluate the effectiveness of individualized interventions is an essential component of ABA programs and makes these programs completely data driven and results oriented.

The Analysis of Verbal Behavior (AVB) is a behavioral explanation for how language is learned and how it can be taught to those who do not adequately develop the use of language in their natural environment, which is the case for most children with autism. Skinner asserted the premise that Verbal Behavior - behavior under the control of consequences mediated by other people – was best understood in a functional analysis. This functional analysis was a direct product of his basic research using the three-term contingency (discriminative stimulus, response, reinforcement) but also included new terms such as mand, tact, textual, intraverbal, echoic and discussed other factors that would control verbal behavior. Skinner's ideas in psychology exist in what is now known as The Experimental Analysis of Behavior. Skinner's theories in Verbal Behavior are being re-explored in the field of autism and in peer-reviewed journals devoted exclusively to the topic of understanding Verbal Behavior. Using Skinner's functional analysis of verbal behavior as a basis for treating autistic children significant reproducible results have been obtained.

FACS will look to this research on best practices in the field of autism and use Skinner's verbal operants as the framework for how language, communication and social skills will be taught.

This skill set is lacking in children with autism and is a necessary precursor for academic learning in the content areas. As part of our commitment to providing high-quality, individualized educational curricula for all students, FACS will utilize two language-based assessments- *The Verbal Behavior*

Milestones Assessment and Placement Program (The VB-MAPP), and *The Assessment of Basic Language and Learning Skills - Revised (ABLLS®-R)*- to guide the development of individualized educational goals and objectives.

The VB-MAPP is a criterion-referenced assessment tool, curriculum guide, and skill tracking system that is designed for children with autism, and other individuals who demonstrate language delays. The VB-MAPP is based on B.F. Skinner's (1957) analysis of verbal behavior, established developmental milestones, and research from the field of behavior analysis. There are five components of the VB-MAPP, and collectively they provide a baseline level of performance, a direction for intervention, a system for tracking skill acquisition, a tool for outcome measures and other language research projects, and a framework for curriculum planning. Each of the skills in the VB-MAPP is not only measurable and developmentally balanced, but they are balanced across the verbal operants and other related skills. For example, many aspects of an intraverbal repertoire are based on an existing tact and listener repertoire. The VB-MAPP balances the curriculum in an attempt to avoid the common trap of developing rote responding due to deficiencies in the related verbal repertoires.

The ABLLS®-R system is an assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for children with autism or other developmental disabilities. This practical and parent-friendly tool can be used to facilitate the identification of skills needed by a student to effectively communicate and learn from everyday experiences.

The ABLLS-R provides a comprehensive review of 544 skills from 25 skill areas including language, social interaction, self-help, academic and motor skills that most typically developing children acquire prior to entering kindergarten. The task items within each skill area are arranged from simpler to more complex tasks. Expressive language skills are assessed based upon the behavioral analysis of language as presented by Dr. B.F. Skinner in his book, *Verbal Behavior* (1957)

Academic Plan: Core Content Areas

1.3b) English/Language Arts: The National Reading Panel (NRP) concluded that reading instruction is complex. Children come to the classroom with different levels of preparation and skills. The NRP states that learning to read requires a combination of skills that includes phonemic awareness, phonics, fluency and reading comprehension skills. FACS will help children build a strong reading foundation that will grow year after year. FACS feels that it is important to build a non-fiction background knowledge in a coherent and sequenced way and we plan to do that by integrating topics from history, geography, science and the arts. Students will learn strategies to help them become competent readers who are able to pinpoint important details in a story or reading

passage. FACS teachers will create a learning environment that focuses on a deeper understanding of language that promotes meaningful and rigorous lessons so the students can read and comprehend complex texts. They will learn to read and write poetry and will be exposed to a variety of fiction and drama novels. For the purposes of creating quality writing material, such as research papers, FACS students will be taught how to gather information from a variety of sources including an encyclopedia, an atlas, interviews, the internet and magazines.

Specific materials that will be used to teach the TDE ELA Standards include SRA Reading Mastery and SRA reading Mastery Plus. Students who need slower pace instruction to learn to read will use either The Edmark Reading Program or the PCI Reading Program. Both programs are research-based and are designed to teach non-readers to read in a very systematic way using ABA based principals. Students working at grade level will use the Wonders Curriculum by McGraw-Hill. This curriculum is based on the Tennessee Core Standards and offers opportunities for differentiated instruction. This grade level curriculum is reflected in the Curriculum Samples included in this application.

Math: Math skills will be built upon each year as the students move through the different grade levels at FACS. Proficiency in math is essential to academic success and fluency helps students make smart decisions in all aspects of life. Students will start off in kindergarten by building a foundation of number recognition and sense. They will begin to work on computation, measurement, money, time, patterns, classification and geometry. FACS teachers will use real life applications to create a rigorous learning environment where students will be able to gain a deep conceptual understanding of math. Students will first master skills in individual settings and then apply the learning by working cooperatively on hands-on projects with their peers.

Through the years their skills will grow to include fractions, decimals, measurement, ratio, percentage and pre-algebra.

FACS teachers will utilize research-based programming such as SRA Math and Touch Points Math to meet the needs of a wide variety of learners. Students will learn math using hands on manipulatives, cooperative group learning and one-on-one direct instruction as appropriate. Students working at grade level will use the My Math Curriculum by McGraw-Hill. This curriculum is based on the Tennessee Standards and offers opportunities for differentiated instruction. This grade level curriculum is reflected in the Curriculum Samples included in this application.

Science/Social Studies: The students at FACS will learn to seek information from a variety of sources and will be confident in their abilities to locate needed information. There will be a large crossover between The Social Studies Program and the English Language Arts Program as students are taught to derive a deeper meaning from their reading material. Over the years, highly qualified teachers will teach students geography, American history, world history and government and politics.

In the area of science, students will learn about plants, animals and the human body. They will also explore the earth, astronomy and biology.

At FACS, we will use SRA Social Studies and SRA Science to teach a wide range of learners the Tennessee Standards. Students will also be exposed to a variety of different cultures in and outside of the classroom. Teachers at FACS will use real life applications by using materials such as newspapers, magazines, media and technology to gather information. They will also create an enriching environment for students by conducting frequent science experiments and projects based learning.

1.3c) Individualized Instruction: FACS will be set up to work with students with a wide variety of abilities. Based on our target population, we anticipate most students will be working off of Individualized Education Plans (IEPs) that are specific to their needs. Students who are not on an IEP will also have customized education plans in the form of Personalized Education Plans (PEPs).

Aside from education in the areas of English/Language Arts, Math and Social Studies/Science, learners with ASD also need programming to meet their needs in the areas of communication, social/emotional and activities of daily living (ADL). Each of these skills will be aligned with a specific Math or ELA Standard within the IEP.

Communication: Students at FACS will receive intensive ABA instruction focusing on the use of language through either vocal means (speaking) or through augmentative and alternative communication (AAC) such as voice-output devices or picture exchange.

Using the VB-MAPP and the ABLLS-R as a guide, each learner will have a unique language profile that will focus on their individual needs. The goal at FACS will be for every student to have a functional communication system with the ability to respond at their highest potential in the following areas:

- Receptive language
- Imitation
- Vocal imitation
- Requesting (Manding)
- Labeling (Tacting)
- Intraverbal responding
- Generalized responding

Social/Emotional: Many individuals with Autism display high rates of self-stimulatory behaviors, and exhibit challenging behaviors that can interfere with their ability to access educational content in a meaningful way. The areas of training detailed below are targeted to

mitigate the primary deficits often seen in attending, communication, appropriate behavior, play, and peer interaction. Each student will receive an individualized social skills curriculum specific to his or her needs as indicated by scores on standardized assessments such as the Vineland as well as observation and parent interview. Programs such as Social Thinking will be used as a guide for creating the individualized program each student may need. If a student continues to have behavior problems that interfere with their learning, he or she will also have an individualized behavior support plan. Areas of training include:

- Reinforcer effectiveness
- Cooperation
- Following classroom routines
- Social interaction
- Group instruction
- Appropriate play skills

Activities of Daily Living (ADL): A core component of FACS philosophy is that every student should reach their highest potential. For this reason, each student will receive instruction for the purpose of helping them become as independent as possible.

Acquisition of self help skills such as toileting, hand washing, and safety awareness are critical for students to be able to transition to less restricted environments with their typically developing peers and for students to be able to function in a classroom setting. Using baseline assessments, observations, parent interviews, the ABLLS-R (Basic Language Learning Skills Assessment Guides) and the Individualized Goal Selection Curriculum to guide curriculum development, each student will have their own unique daily living program of instruction. Daily living areas include:

- Dressing
- Eating
- Grooming
- Toileting
- Computer use
- Safety skills
- Motor
- Gross motor
- Fine motor

Methods of Instruction

1.3f) The Foundations Autism Charter School will use scientifically based teaching methodologies to help the students learn the necessary skills to be successful. The FACS teachers are not only teaching academic skills, their lessons will have a strong emphasis on teaching communication, language and activities daily living skills. The following methodologies are based on the principles of applied behavior analysis (ABA) and will create the foundation for teaching and learning at the FACS.

1.3e) Multi-Grade Classroom: Students with autism have various levels of functioning and academic abilities that don't necessarily correlate with age or grade level. For this reason, FACS will have multi-grade classrooms that will group students based on their needs and abilities. FACS initial enrollment will include K-3. students. FACS plans to have two classrooms per grade level, but subject to change based upon enrollment for a total of eight classrooms. Depending on enrollment, FACS plans to offer two grade-level classrooms that will operate as similarly as possible to a typical public school program. These classrooms will be used for students who are getting ready to transition back to a more typical public school setting, but still need supports. The types of lesson plans offered in these grade- level classrooms are reflected in the Curriculum Samples included with this application.

Direct Instruction: Direct instruction is a systematic way of planning, communicating, and delivering in the classroom. Teachers learn scripts and present materials in a very organized and structured way to encourage repetition and foster rapid skill acquisition.

Cooperative Learning Groups: Students of different abilities will work together in small groups of 2-5 children. They will be taught to learn from one another and share ideas and responsibilities. They will work through an assignment until all team members are able to successfully understand and complete it.

Differentiated Instruction: All students learn differently. Using differentiated instruction teachers will take the time to understand the different learning styles of all of the students and will constantly modify instruction to ensure all students have the ability to learn effectively in the classroom.

Discrete Trial Training (DTT): DTT involves breaking a skill down into short simple trials. Students are taught to respond to a particular stimulus and are provided with prompting in order to be successful. Reinforcement is used to motivate students to complete the trials successfully.

Natural Environment Teaching (NET)/ Pivotal Response Treatment (PRT): NET and PRT encourage learning in the natural environment. Skills are more easily generalized when they are

being taught in all environments as opposed to students being taught a skill in one environment and then needing to generalize that skill to another environment. Students are taught using materials in their natural environment and that are highly motivating to them.

Applied Verbal Behavior (AVB): AVB is the application of the science of behavior analysis in teaching verbal behavior. It is very effective for teaching non-verbal or minimally verbal children how to speak. Some of the primary verbal operants, which are most often initially taught to children with autism, are vocal imitation, making requests or mands, object labeling, and intraverbals, or responding to wh- questions (who, what, when, where, why).

Errorless Teaching: Errorless teaching is an instructional strategy that ensures children always respond correctly. As each skill is taught, children are provided with a prompt or cue immediately following an instruction. The immediate prompt prevents any chance for incorrect responses. Unlike other teaching procedures where opportunities for initial mistakes are allowed and then corrected through prompting, errorless learning's immediate prompting ensures that a child may only respond correctly. Prompts are systematically removed until children are able to respond correctly on their own.

Scaffolding/Shaping: Students will be given support through a variety of different modes (modeling, prompting, guided notes, outlines, visual cues,...) so that they are able to be successful. Over time, these supports will be systematically faded in and out as necessary to guide students towards independence with a specific skill.

Task Analysis: Tasks Analysis are used to teach a student to perform a skill that has many different steps such as completing a worksheet, filling in a word bubble, or unpacking their lunch. It is a process of analyzing and articulating the kind of learning that you expect the learners to know how to perform. Instructional designers perform a task analysis in order to:

- Determine the instructional goals and objectives;
- Define and describe in detail the tasks and sub-tasks that the student will perform;
- Specify the knowledge type (declarative, structural, and procedural knowledge) that characterize a job or task;
- Select learning outcomes that are appropriate for instructional development;
- Prioritize and sequence tasks;
- Determine instructional activities and strategies that foster learning;
- Select appropriate media and learning environments; and
- Construct performance assessments and evaluation

Formative & Summative Assessment Plan

1.3g) All students at FACS will be given a diagnostic exam upon entering the school to determine appropriate classroom placement and ability level. The main diagnostic tests used will be the Assessment of Basic Language and Learning Skills (ABLLS), the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and previous AIMSWEB test results. The ABLLS and VB-MAPP diagnostic and testing instruments are considered the best tools for determining academic skills and cognitive levels for students on the autism spectrum. These, along with previous AIMS results, will give teachers and executive staff a great picture of students' abilities and what individualized programs of instructions need to be created for them to move them to the next level. Scores on these tests will also be compared to the TDE (Tennessee Department Of Education) Math and ELA Standards to further help identify individual goals for students who are testing below the appropriate grade level for their age.

The Curriculum Director will develop and supervise teachers in the development of formative assessments. These formative assessments will be data driven and will be conducted regularly throughout lessons and programs to ensure teacher effectiveness and student learning. While using Direct Instruction in all Core Content Areas, FACS teachers will use Active Student Responding (ASR) to check for comprehension on the subject being taught. Scripting for Direct Instruction will be acquired from curriculum materials and adapted by the Curriculum Director and teachers to meet the needs of their students. During ASR, teachers will ask questions throughout the lesson and the students will respond by writing the answers on white boards and holding them up for the teacher to see. This will allow the teacher to determine how many students comprehend the material being presented and will guide any changes that need to be made.

Formative assessments will also consist of pre and post tests, some available through the SRA curriculum, formal and in-formal observations and self-evaluations. As part of the SRA Reading curriculum, reading tests will be conducted weekly to check for fluency, accuracy and comprehension. Information gathered during the formative assessment process will help teachers determine how quickly students are grasping the material. It will be used as a tool to verify teacher and program effectiveness and will be a driving force in making appropriate program modifications and adaptations for special learners.

The summative assessment plan will also include the use of pre and post assessments in specific core content areas. Summative assessments will include testing at the end of each unit/program in the SRA curriculums in Reading/Language Arts, Math, Science and Social Studies. Additional summative assessments will be created by the Curriculum Director and teachers in the areas of communication and adaptive skills. Teachers will be able to identify what students know at the beginning of the school year, the end of each quarter or a specific unit and at the end of the school

year. Careful analysis of assessment at key intervals will ensure students are growing and reaching key academic benchmarks.

The main summative assessments for the year will be the AIMSWEB. Student scores will be compared to their previous year's scores as well as grade level benchmarks in reading, writing and math. The AIMSWEB will be conducted towards the end of the school year and will measure proficiency of the TDE Math and ELA Standards.

Students who are not at grade level academically or who require an individualized education due to their diagnosis and/or deficits in communication, social/emotional and/or activities of daily living will have an Individualized Education Plan (IEP). The team who creates the IEP will consist of teachers, psychologist, related service staff as appropriate (Speech Language Pathologist, Occupational Therapist, etc.), parents and any home support staff. The IEP will be written for a one-year period of time and will detail specific goals that each student will be working on for that school year. Every IEP goal will be aligned to a specific TDE Math or ELA Standard or an alternate standard and will be created based on a specific need for the student. These needs will be identified during introduction diagnostic testing, formal and in- formal observations and standardized assessments such as the VB-Mapp and the ABLLS-R. IEP goals will be written in measurable terms so it will be easy for staff to identify if progress is being made towards the goal. A sample IEP goal would be: Given a math worksheet with 10 single digit addition problems using numbers 0-9, Mark will answer 8 of the 10 questions correctly for three consecutive days of data.

Each student will have a daily data sheet that has a chart for each IEP or PEP goal and teachers and support staff will fill it in throughout the day. This data sheet will follow the student throughout the school so that data can be collected across all environments, not just the classroom. FACS staff will mark either a (+) if the student has performed correctly or a (-) if the student has performed incorrectly on a specific goal. At the end of the day, all of the (+)s and (-)s will be added up and a percentage will be computed for each goal. This information will be entered into an Excel spreadsheet and line graphs will be generated weekly. As part of the formative assessment process, graphs will be reviewed by the Curriculum Director and lead teachers weekly to determine program effectiveness and to ensure appropriate strategies are being used. Teachers will have a variety of different methods of instruction to choose from should changes need to be made.

Data collected on IEP and PEP goals will not only be used to determine program and teacher effectiveness, but it will also be part of the summative assessment process to look at student progress towards mastering their specific Math and ELA Standards. Baseline data will be collected prior to teaching any of the goals to ensure the student has not already acquired the skill. Data will also be reviewed for mastery every quarter and progress notes will be generated detailing progress towards specific goals. At the end of the school year, the IEP/PEP team will come together for an annual review and each of the student's goals will be analyzed using graphs and

anecdotal data collected by the teachers and support staff. New goals will be generated based on the skills the student has or has not acquired over the school year.

This data driven and individualized program based on state standards delivered via Applied Behavior Analysis strategies will ensure students at FACS have the best chance at learning and reaching grade level benchmarks.

Blended Learning

1.3h) Blended learning combines online educational materials with traditional classroom methods. FACS will focus on direct instruction to students. Online materials will be used to supplement, as appropriate.

1.3i) N/A

1.4 Academic Performance Standards

1.4a) Annual and long term academic achievement goals

According to the U.S. Department of Education, long term educational goals are based on academic achievement on statewide assessments (reading, language arts, and mathematics) and high school graduation rate. FACS will not only address long term educational goals using TDE standards and assessment data, but will also have long term goals that focus on intensive, language-based interventions to promote communication and increase success in the academic curriculum. Progress will be monitored continuously through data collection. In setting long-term goals, FACS will identify the core need, identify the deficit area(s), describe how the goal will be reached.

1.4b) Process for setting, monitoring, and revising academic achievement goals

FACS will align grade level goals with TDE Standards. Student progress will be monitored through data collection which will drive revision to academic goals.

1.4c) Corrective action plans if fall below state, district, or self-imposed goals

Students with autism have varying and unique needs and may require academic, communication, behavioral and social support. FACS has plans to address these needs as stated in 1.3. Some students may require intensive academic, behavioral, social, and emotional support. These students will be assessed at their level. Corrective plans include an IEP review.

1.4d) Remediation approach including RTI (TN guidelines)

FACS will provide high-quality, differentiated instruction to every student. Every student will have an IEP which includes interventions, supports, and goals.

Tier 1- core instruction and grade-level expectations (TDE Standards) will be delivered through instruction. FACS is built on the foundation of a continuum of tiered supports driven by student need(s).

1.4e) Attendance goals, how ensure high rates, ID and address chronic absenteeism

FACS will mark attendance daily, beginning with the first day of school. A personal identification number shall be used to uniquely identify students upon entry to FACS. This number will remain with the student throughout enrollment at FACS. Each teacher will be given instructions for taking attendance. Students must be present 50 percent of the scheduled school day, in order to be counted present. FACS will follow the State Board of Education School Attendance Policy 4.100 with regard to state requirements for excused and unexcused absences. FACS will promote school as an opportunity to learn and chronic absences as limiting this opportunity. In addressing this issue, should it happen,

FACS will collect data relating to excused, unexcused, disciplinary reasons, and other factors (ie illness, time of year) to analyze and make recommendations to address chronic absenteeism.

1.4f) Promotion/retention policies

FACS will follow Tennessee State Board of Education Promotion and Retention Policy 3.300

TENNESSEE STATE BOARD OF EDUCATION PROMOTION AND RETENTION POLICY 3.300
Adopted: 04/25/1986 Page 1 of 5 Revised: 02/08/2019

Policy Sections

- (1) Promotion
- (2) K-3 Reading Notification
- (3) Retention

This policy outlines the promotion and retention guidelines for students in grades kindergarten through eight (K-8). Each Local Education Agency (LEA) shall adopt a local promotion and retention policy in compliance with this policy.

(1) Promotion

- (a) The academic program implemented in each school shall be designed to help students achieve the expectations of the grade-level State Board of Education approved Tennessee Academic Standards and meet the requirements for promotion to the next grade.
- (b) Promotion to the next grade level shall be based on the successful completion of required academic work or demonstration of satisfactory progress in each of the relevant academic areas.
- (c) Pursuant to T.C.A. § 49-6-3106, a local board shall submit to the State Board for approval any local policy adopted for determining the competency of students who have completed kindergarten to advance directly to grade two (2).
- (d) Pursuant to T.C.A. § 49-6-3115, a student in the third (3rd) grade shall not be promoted to the next grade level unless the student has shown a basic understanding of the curriculum and the ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. However, such student may be promoted if the student participates in an LEA-approved, research-based intervention prior to the beginning of the next school year.

(e) Schools shall identify students who demonstrate difficulty in achieving the requirements for promotion to the next grade level and therefore may be considered for retention by February 1. However, a student may be identified for retention after February 1 if such retention is pursuant to a lawfully adopted local board policy that identifies limited situations in which students may be identified for retention.

(f) Factors used to identify students who may be considered for retention shall, at a minimum, include:

1. The student's ability to perform at the expectations of the current grade-level standards;
2. The results of local assessments, screening, or monitoring tools;
3. State assessments, as applicable;
4. The overall academic achievement of the student;
5. The student's likelihood of success with more difficult material if promoted to the next grade;
6. The student's attendance record; and
7. The student's social and emotional maturity.

(g) If a student is considered for retention, the school shall notify the student's parent or guardian within fifteen (15) calendar days of identification. The school shall develop and implement an individualized promotion plan to help the student avoid retention. The individualized promotion plan shall be developed in coordination with the student's teachers and may also include input from the student's parents, school counselor, or other appropriate school personnel. All promotion plans shall include evidence-based promotion strategies and shall be tailored to the student's learning needs. Each promotion plan shall also include expectations and measurements that can be used to verify that a student has made sufficient progress to be promoted to the next grade level. Evidence-based promotion strategies may include:

1. Special education services for students who qualify based on applicable state and federal guidelines;
2. Response to Instruction and Intervention (RTI2) to address deficits in student learning;
3. Modification and personalization of curriculum and instruction;
4. Extended learning time beyond the regular school day or school week;
5. Attendance support and interventions;
6. Individual or small group tutoring; or
7. Other personalized programming to augment the individual student's classroom learning and instructional experiences.

(i) A copy of a student's promotion plan shall be provided to his or her parent or legal guardian, and the school shall offer to parents or legal guardians the opportunity for a parent-teacher conference to discuss the promotion plan.

(j) A student who demonstrates sufficient academic progress with the strategies included in his or her promotion plan during the school year shall be promoted to the next grade level and shall be enrolled in a summer reading or learning program, if available.

(k) If a student is not making progress on his or her promotion plan, then the promotion strategies shall be modified to support the student in the goal of promotion to the next grade level.

(l) If a student has not demonstrated sufficient academic progress on his or her promotion plan by the end of the school year:

1. The student shall be enrolled in a summer reading or learning program, if such a program is available. If a student is enrolled in a summer program, then a decision for retention shall be made after completion of a summer program; provided, a decision for retention shall be made and communicated to the student's parent or guardian at least ten (10) calendar days prior to the start of the next school year; or

2. If a summer reading or learning program is not available, then a decision for retention shall be made and communicated to the student's parent or guardian at least thirty (30) calendar days prior to the start of the next school year.

3. Parents and guardians shall be notified of their right to appeal a retention decision pursuant to local board policy.

(2) K-3 Reading Notification

(a) Each local promotion and retention policy shall include a provision to notify a student's parent or guardian if it is determined through a student's overall performance or a state or local assessment that a student in grades kindergarten through three (K-3) is not meeting the expectations of the grade-level standards in reading. Notification shall occur within fifteen (15) calendar days of such determination.

(3) Retention

(a) Retention shall be considered only when it is in the best interests of the student. Retention decisions affecting a student receiving special education services shall be made in consultation with the student's Individualized Education Program (IEP) team and in accordance with the provisions of the IEP. **TENNESSEE STATE BOARD OF EDUCATION PROMOTION AND RETENTION POLICY 3.300 Adopted: 04/25/1986 Page 4 of 5 Revised: 02/08/2019**

(b) If a retention decision has been made, then the school shall develop an individualized academic remediation plan for the retained student prior to the start of the next school year. The academic remediation plan shall be developed in coordination with the student's teachers and may also include

input from the student's parents, school counselor, or other appropriate school personnel. The academic remediation plan shall be implemented to help the retained student attain and demonstrate learning proficiency and shall include at least one (1) of the following strategies:

1. Adjustment to the current instructional strategies or materials;
2. Additional instructional time;
3. Individual tutoring outside of school hours;
4. Modification to the student's classroom assignment to ensure the student receives instruction from a teacher with a level of overall effectiveness of above expectations (level 4) or significantly above expectations (level 5); or
5. Attendance or truancy interventions.

(c) A copy of the academic remediation plan shall be provided to the student's parent or guardian within ten (10) calendar days of development of such plan.

(d) A student shall not be retained more than one (1) time in any given grade level.

(e) Retention shall not:

1. Be used without an academic remediation plan that includes strategies and enhancements that are different from the previous year;
2. Be used as a punitive or disciplinary measure;
3. Be based solely on English language proficiency, for students who are identified as English learners; or
4. Be based solely on a student's social and emotional maturity.

(f) The progress of a retained student shall be closely monitored and reported to parents a minimum of three (3) times during the school year in which the student is retained.

(g) The Director of Schools shall keep an annual record of each student who is retained.

Exit Standards for Students, including graduation requirements

1.4g) N/A

1.5 Phase in/Turnaround Planning

FACS is not a conversion or turn around applicant.

1.6 Highschool Graduation and Postsecondary Readiness

FACS will not have children enrolled in high school grade levels.

1.7 Assessments

- a) Internal Assessments
- b) Person/position responsible for building test coordination
- c) How you will collect and analyze academic data, and use it to inform instruction, PD, and teacher evals
- d) Training and support teachers and leadership will receive in analyzing, interpreting, and using performance data to improve instruction

The assessment indicators that will be utilized to provide students with the opportunity to achieve the highest standards of achievement include, but are not limited to: the Assessment for Basic Language and Learning Skills – Revised (ABLLS-R), the Verbal Behavior - Milestones Assessment and Placement Program (VB-MAPP) the AIMSWEB

ABLLS and/or VB-MAPP skill tracking sheets will be created and maintained for all students, which will track date of introduction of new program and date of mastery of skill, and maintenance of skill thereafter, i.e., weekly, monthly. Results will be graphed on an ABLLS graph to monitor progress. Staff will meet on a weekly basis to discuss progress and appropriate modifications to individual curriculum.

FACS will provide educational programs for students with ASD, which will raise the standard of educational excellence for students with ASD in our community. The charter school will serve as a role model for other public schools in regards to the education and treatment of ASD. As the latest CDC statistics indicate, ASD is currently affecting one 1 in 54. According to John Hopkins, this rate is as high as 1 in 34 among males. This is creating an unprecedented stress on the public school system. Serving this population will remove the strain from the traditional public school system, and offer an alternative school choice to special needs students and their families.

Because FACS will use science-based methods, accountability will be provided through data collection, data management and data analysis. Data will be collected on a daily basis and analyzed by personnel who will make decisions for all individual educational programs based on results. Our data driven approach will provide academic success as well as financial efficiency, and will encompass all aspects of the organization in the following manner: faculty training for all assessment and curriculum tools utilized, development of an implementation timeline, data analysis and dissemination, and scheduled communication with personnel regarding student progress and achievements.

FACS will provide students with progress reports, interim progress reports and report cards in compliance with Tennessee State guidelines as follows:

- Report Cards every 9 weeks (4 times per year)

- Interim Progress Reports (4 times per year)
- IEP goals will be reviewed at the time of Interim Progress Reports and Report Cards (4 times per year).

In addition, FACS will provide an ABLLS graph detailing student progress in the ABA portion of their IEP at the time of enrollment and at the end of the school year.

Formative & Summative Assessment Plan

All students at FACS will be given a diagnostic exam upon entering the school to determine appropriate classroom placement and ability level. The main diagnostic tests used will be the Assessment of Basic Language and Learning Skills (ABLLS), the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and previous AIMSWEB test results. The ABLLS and VB-MAPP diagnostic and testing instruments are considered the best tools for determining academic skills and cognitive levels for students on the autism spectrum. These, along with previous AIMS results, will give teachers and executive staff a great picture of students' abilities and what individualized programs of instructions need to be created for them to move them to the next level. Scores on these tests will also be compared to the TDE Math and ELA Standards to further help identify individual goals for students who are testing below the appropriate grade level for their age.

The Curriculum Director will develop and supervise teachers in the development of formative assessments. These formative assessments will be data driven and will be conducted regularly throughout lessons and programs to ensure teacher effectiveness and student learning. While using Direct Instruction in all Core Content Areas, FACS teachers will use Active Student Responding (ASR) to check for comprehension on the subject being taught. Scripting for Direct Instruction will be acquired from curriculum materials and adapted by the Curriculum Director and teachers to meet the needs of their students. During ASR, teachers will ask questions throughout the lesson and the students will respond by writing the answers on white boards and holding them up for the teacher to see. This will allow the teacher to determine how many students comprehend the material being presented and will guide any changes that need to be made.

Formative assessments will also consist of pre and post tests, some available through the SRA curriculum, formal and in-formal observations and self-evaluations. As part of the SRA Reading curriculum, reading tests will be conducted weekly to check for fluency, accuracy and comprehension. Information gathered during the formative assessment process will help teachers determine how quickly students are grasping the material. It will be used as a tool to verify teacher and program effectiveness and will be a driving force in making appropriate program modifications and adaptations for special learners. The summative assessment plan will also include the use of

pre and post assessments in specific core content areas.

Summative assessments will include testing at the end of each unit/program in the SRA curriculums in Reading/Language Arts, Math, Science and Social Studies. Additional summative assessments will be created by the Curriculum Director and teachers in the areas of communication and adaptive skills. Teachers will be able to identify what students know at the beginning of the school year, the end of each quarter or a specific unit and at the end of the school year. Careful analysis of assessment at key intervals will ensure students are growing and reaching key academic benchmarks.

The main summative assessments for the year will be the Student scores will be compared to their previous year's scores as well as grade level benchmarks in reading, writing and math. The AIMSWEB will be conducted towards the end of the school year and will measure proficiency of the TDE Math and ELA Standards. Students who are not at grade level academically or who require an individualized education due to their diagnosis and/or deficits in communication, social/emotional and/or activities of daily living will have an Individualized Education Plan (IEP). The team who creates the IEP will consist of teachers, psychologist, related service staff as appropriate (Speech Language Pathologist, Occupational Therapist, etc.), parents and any home support staff. The IEP will be written for a one-year period of time and will detail specific goals that each student will be working on for that school year. Every IEP goal will be aligned to a specific TDE Math or ELA Program of Instruction. TDE or an alternate standard and will be created based on a specific need for the student. These needs will be identified during introduction diagnostic testing, formal and informal observations and standardized assessments such as the VB-Mapp and the ABLLS-R. IEP goals will be written in measurable terms so it will be easy for staff to identify if progress is being made towards the goal. A sample IEP goal would be: Given a math worksheet with 10 single digit addition problems using numbers 0-9, Mark will answer 8 of the 10 questions correctly for three consecutive days of data.

Each student will have a daily data sheet that has a chart for each IEP or PEP goal and teachers and support staff will fill it in throughout the day. This data sheet will follow the student throughout the school so that data can be collected across all environments, not just the classroom. FACS staff will mark either a (+) if the student has performed correctly or a (-) if the student has performed incorrectly on a specific goal. At the end of the day, all of the (+)s and (-)s will be added up and a percentage will be computed for each goal. This information will be entered into an Excel spreadsheet and line graphs will be generated weekly. As part of the formative assessment process, graphs will be reviewed by the Curriculum Director and lead teachers weekly to determine program effectiveness and to ensure appropriate strategies are being used. Teachers will have a variety of different methods of instruction to choose from should changes need to be made.

Data collected on IEP and PEP goals will not only be used to determine program and teacher effectiveness, but it will also be part of the summative assessment process to look at student progress towards mastering their specific ADE 2010 Math and ELA Standards (CCSS). Baseline

data will be collected prior to teaching any of the goals to ensure the student has not already acquired the skill. Data will also be reviewed for mastery every quarter and progress notes will be generated detailing progress towards specific goals. At the end of the school year, the IEP/PEP team will come together for an annual review and each of the student's goals will be analyzed using graphs and anecdotal data collected by the teachers and support staff. New goals will be generated based on the skills the student has or has not acquired over the school year. This data driven and individualized program based on state standards delivered via Applied Behavior Analysis strategies will ensure students at FACS have the best chance at learning and reaching grade level benchmark determining academic skills and cognitive levels for students on the autism spectrum. These, along with previous AIMS results, will give teachers and executive staff a great picture of students' abilities and what individualized programs of instructions need to be created for them to move them to the next level. Scores on these tests will also be compared to the TDE Math and ELA Standards to further help identify individual goals for students who are testing below the appropriate grade level for their age. This data driven and individualized program based on state standards delivered via Applied Behavior Analysis strategies will ensure students at FACS have the best chance at learning and reaching grade level benchmarks.

FACS will utilize professional learning plans to include training, collaborative team meetings, and professional learning on subject/topics needed. Administrators will respond to identified needs of their staff with appropriate resources that will focus on modeling and demonstrating best practices for educators to apply and replicate. Teachers and staff will be equipped with resources to support the whole child. FACS will analyze what priorities the school will focus on and support staff. FACS will follow TDE evaluation guidelines. FACS will utilize resources from TDE and the US Department of Education for support in analyzing, interpreting, and using performance data to improve instruction. Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho. & Johnston, 2007; WOhlstetter, Datnow, & Park, 2008). When it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al, 2009).

1.8 School Calendar and Schedule

a) Proposed 2022-2023 Academic Calendar

Foundations Autism Charter School will offer 180 days of instruction and will follow a traditional school calendar. The school calendar will be similar to the calendars for schools in the surrounding Williamson County community so that families with students in surrounding schools can enjoy the same school breaks. August 8, 2022 will be the first day of school and the academic school year will end for students on May 17, 2023.

In compliance with Tennessee State Standards, all students in Kindergarten through 3rd grade will receive the equivalent of 6.5 hours of instruction across 180 days. The school day will begin at 8:30 a.m. and end at 3:00 p.m. for grades K-3.

Students in K through 3rd grades will receive at least 4 hours of instruction per day in core academic content areas and the remainder of the day will be spent working in adaptive/life-skills programs. Because many children with autism will require instruction in the areas of feeding, appropriate play and leisure skills, and other functional skills, lunch and snack time as well as recess will also be used as instructional times for their adaptive/life-skills and social skills goals. This schedule complies with state statutes for number of hours for school attendance and time spent in core academic content areas (Tennessee Code Title 49.Education §49-6-3004).

b) Daily Instructional Minutes/Proposed Weekly Schedule

Grades K-3

8:30-8:45	Arrival Transition Activities	
8:45-9:15	<u>Morning Meeting</u> -Adapted Calendar, Schedule Review, Literacy/Book	30 minutes
9:15-10:15	<u>Academic Block: English/Language Arts: Reading and Writing, Facilitated Learning Centers, 1:1 Instruction and Independent Work</u>	60 minutes

10:15-10:30	Transition Activities-Schedule Review	
10:30-11:30	<u>Academic Block: Math</u> Facilitated Learning Centers, 1:1 Instruction, Independent Work	60 minutes
11:30-12:00	Functional/Life Skills Centers, Speech, Occupational Therapy	
12:00-1:00	Lunch/Recess	
1:00-1:15	Transition Activities	
1:15-2:15	<u>Academic Block: Rotations</u> -Science/Social Studies/Functional Skills/Math/English Language arts	60 minutes
2:15-2:45	Closing Meeting- <u>Review Key Core Content</u> Skills of the Day	30 minutes
2:45-3:00	Dismissal Activities	
	TOTAL NUMBER OF DAILY MINUTES IN CORE ACADEMIC AREAS	240 minutes/4 hrs

c) Rationale for Weekly Schedule for Target Population

The schedule outlined above meets the needs of students with autism by providing time for one-on-one instruction in academic areas and allowing students to learn and practice skills using various Applied Behavior Analysis (ABA) strategies in small group and individual settings. The one-to-four instructor to student ratio will allow Learning Centers to be staffed and specific students' goals to be taught or practiced in small group and individual settings. These small group and individual instructional settings will also allow staff to consistently take data on goals. As mentioned previously, transition periods, meal periods and recess will also be used as instructional opportunities to help students with deficits in social, play and adaptive skills.

Tiered intervention, enrichment, tutoring, and other academic activities

Remediation approach including RTI (TN guidelines)

FACS will provide high-quality, differentiated instruction to every student. Every student will have an IEP which includes interventions, supports, and goals.

Tier 1- core instruction, grade-level expectations, and enrichment (TDE Standards) will be delivered through instruction. FACS is built on the foundation of a continuum of tiered supports driven by student need(s). Other academic activities will be scheduled on an, as needed continuum.

d) Proposed extracurricular or co-curricular programming to be offered including when they begin, how often they occur, and how they will be funded.

At this time we will not have extracurricular activities that are offered at FACS.

e) After school program or summer school program

- i) Schedule and length, hours and weeks
- ii) # students, how they will be identified
- iii) Will it be mandatory for identified students
- iv) Anticipated resource and staffing needs

FACS After-School Programming is available to students Monday through Friday from 3:00 pm to 6:00 pm. After-School programming is also made available during early release days from the time of school dismissal until 6:00 pm, as well as during school breaks (i.e. Fall Break, Winter Break, Spring Break) for extended hours.

FACS After-School programming will be designed to incorporate an array of therapeutic and recreational activities, social skills development groups, and homework help. This program allows additional time for socialization and communication skills to be targeted through recreation and social interactions. Participants learn to communicate with peers and to develop friendships with each other in structured play and discussion sessions that are supervised and directed by trained staff members. In addition, certified staff are available to provide individual therapeutic services including applied behavior analysis therapies, speech and language therapy, occupational therapy, and physical therapy as needed or prescribed.

After-School Programming Schedule

3:00 – 3:30 pm Snack

3:30 – 4:15 pm Social Skills Groups and Play Groups

4:15 – 5:00 pm Homework Help or Therapy (ABA, Speech, OT)

5:00 – 5:45 pm Enrichment Classes which include:

Mondays: Music Mondays (4:30-5:15 pm) Students will explore all aspects of music. From creating their own instruments to learning popular children's songs, the student will experience music through a variety of multisensory activities.

Tuesdays: Sensory Art (4:30-5:15 pm) Sensory art activities have been shown to produce changes in the brain that reflect improvements in enhanced attention skills and cognition with participants often showing significant gains in emotional awareness, communication, coping, emotional awareness, creative thinking and sensory information processing.

Wednesdays: Social Skills Groups (4:00-6:00 pm) Social skills group, including group activities and daily lessons give the student additional opportunities to learn socialization strategies at their own pace with peers.

Thursdays: Mad Science (4:30-5:15 pm) Students will be able to explore many different realms of science in a fun and engaging way

Fridays: Reading N' Crafts (4:30-5:15 pm) These activities are designed to strengthen the student's literacy abilities and comprehension skills while making new friends. A new book is read every Friday with a craft activity to follow to test reading skills.

5:45 – 6:00 pm Dismissal routines and activities

Students will be identified from teacher referral. Number is dependent upon need.

Students identified as needing tutoring are not required to attend.

Staffing and resource needs are dependent upon student referrals.

1.9 Special Populations

a. Experience of leadership team working with special populations

Executive Director:

Director of Curriculum: Sheri Homishak, O.D., BCBA

Dr. Sheri Homishak is a Board Certified Behavior Analyst with over 15 years of experience designing and supervising treatment plans for children and adolescents with autism and other developmental disabilities. She has provided services for individuals ranging in age from 18 months to 21 years old, across a wide variety of settings including home-based, school-based, and clinic-based locations.

Over the course of her career, Dr. Homishak has contributed to the autism community through multiple avenues including the provision of consultation services to school districts, with the administration of functional assessments and the creation and implementation of behavior support plans for students engaging in challenging behaviors. Additional contributions include designing and supervising the implementation of a pilot ABA program for preschool-aged children within a developmental day treatment setting, through a combination of both classroom-based services and individual resource style services.

In addition, Dr. Homishak helped to co-found and develop the clinical operations for a start-up ABA therapy clinic, and while serving as their Chief Clinical Officer for a period of 2 years, she collaborated with the administrative team to rapidly expand the company from a single clinic in Bryant, Arkansas, to multiple clinics across several states. Most recently, Dr. Homishak has been working to provide technical and clinical support to other Behavior Analysts and Consultants throughout the state of Arkansas by serving as an Autism Program Specialist for the state's Autism Waiver Program through the University of Arkansas.

Director of Education: Cathy Johnson

Cathy Johnson is an educator with 36 years of teaching experience in General Education, Special Education resource, and inclusion environments covering a diverse group of students. Mrs. Johnson has a BSE in Elementary Education and a MSE in Special Education. Her experience includes kindergarten, pre-first, and elementary resource K-6. She has spent the past eighteen years teaching 9-12 SPED inclusion for Williamson County Schools. Most teaching experience has been as a special educator

Role and number of staff to be hired to address special needs:

One of the defining elements at FACS is that all teachers and paraprofessionals will be highly trained in Tennessee state standards and Applied Behavior Analysis, as well as best practices in the field of autism education. The current staffing plan includes one certified teacher and 2 paraprofessional technician staff per classroom. In addition, bilingual staff members and contracted translation services will be utilized when needed in providing educational services to ELL students.

FACS intends to hire professionals with elementary and special education experience. Elementary teachers will be responsible for teaching TN Standards. Special educators will be responsible for making sure that standards can be accessed through accommodations and supports. Additional staff to address special needs in their area of expertise include, but not limited to Speech Language Pathologists and Occupational Therapists.

b. Schedule adjustments to address needs of special populations

All FACS students will enter the school with a diagnosis of autism. As such, the full schedule of instruction has been designed to address the needs of this special population, including providing time for one-on-one instruction in academic areas and allowing students to learn and practice skills using various Applied Behavior Analysis (ABA) strategies in small group and individual settings. The one-to-four instructor to student ratio will allow Learning Centers to be staffed and specific students' goals to be taught or practiced in small group and individual settings. These small group and individual instructional settings will also allow staff to consistently take data on goals. As mentioned previously, transition periods, meal periods and recess will also be used as instructional opportunities to help students with deficits in social, play and adaptive skills.

c. For students with disabilities

1. Methods for ID, and avoiding mis-identification and over identification

PROCESS FOR IDENTIFYING STUDENTS WITH DISABILITIES

Due to the special nature of the school, all FACS students will enter the school with a diagnosis of autism, all students will be moderately to severely disabled, and all will require a full-time specialized instructional setting. Upon enrollment in FACS, the responsibility for Individualized Education Program (IEP) development shifts from the district of residence to FACS.

Individualized Education Plans will be provided in accordance with all provisions of federal law relating to students with disabilities including the IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act (ADA) which are applicable.

Avoiding Mis-identification and Overidentification

Upon enrollment, FACS reviews the student's academic history records along with their initial and subsequent diagnostic reports to verify the appropriate experts were included in assessing student cases. Additionally, FACS assesses every student in the first year.

ii. Instructional programs, practices and strategies to ensure access to gen ed curriculum and ensure academic success

Very little research has been conducted on applying ELL services to students on the severe to moderate end of the autism spectrum who come from limited English proficient households. Clinical wisdom and anecdotal evidence, however, support single language instruction, particularly for students with significant language deficits, coupled with bilingual or translation support for families.

FACS students and their families will not be excluded from curricular and extracurricular activities because of their inability to understand and/or speak English. In addition, given the high level of staff-parent interfacing through student clinics, parent training, and home consultation, FACS will ensure that Spanish speaking staff are available to assist Spanish speaking parents/caregivers and that suitable translation services are obtained for other languages as needed.

iii. Plans for monitoring and evaluating progress and success

MONITORING ACHIEVEMENT OF STUDENTS WITH DISABILITIES

FACS will work collaboratively to monitor the achievement and progress of its students and the efficacy of the individualized programs provided to each student. Initial evaluations will have been conducted by the district of residence. Subsequent reevaluations are conducted by FACS. FACS will implement the IEP developed in other districts and will ensure that all services as recommended in that IEP are provided to the student. The IEP team will then meet within thirty (30) days of enrollment to review/revise current IEP.

Individual student performance data will be used to determine whether the student is making progress toward achieving the speech, language and communication goals of his/her IEP. If the student is not making expected progress, the student's instructional program will be reviewed by the IEP team and will be revised as needed. Planning meetings will be conducted with parents/guardians for each student every year. In addition, FACS will provide progress reports to parents detailing the student's functioning with regard to academic, social, emotional and physical needs, as well as recommendations for continued progress and generalization of skills.

d. English Language Learners

FACS will use TDE evaluation methods for ESL identification. Tennessee is committed to ensuring that all students, including English learners, have the opportunity for success in rigorous coursework, access to early postsecondary opportunities, and access to highly effective teachers. FACS will be a building block for ESL students.

The U.S. Department of Education defines an EL as "[an individual] who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency [...and] whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

- the ability to meet the state's proficient level of achievement on state assessments,
- the ability to successfully achieve in classrooms where the language of instruction is English, or
- the opportunity to participate fully in society."

According to the TDE, students classified as ELs are entitled to services specifically designed to improve their English proficiency, which is needed for ELs to access the Tennessee Academic Standards. Tennessee, an alternative language program for ELs, known as English as a Second Language (ESL), is defined as, "English instruction especially designed for speakers of other languages." Districts are federally mandated to identify all ELs, determine their English proficiency level, and provide effective ESL programs. Effective ESL programs must be provided to all students identified as ELs in order to increase their English language proficiency. Under ESSA, all ELs are expected to meet the same academic standards as their non-EL peers. Therefore, should a parent waive the EL child's right to ESL services, the district must provide such services in the general education classroom.

The W-APT and WIDA Screener should be administered to students individually, and score reports should be filed in the student's cumulative folder. The W-APT and/or the WIDA Screener administrator must be ESL certified or endorsed in Tennessee.

i.Methods for ID, and avoiding mis-identification

The process for identifying and verifying English Language Learner (ELL) students and a method of determining which of these students may need ELL assistance is considered by FACS at the time of the student's referral and evaluation. In addition, FACS will implement all appropriate school level procedures for identifying students with English Language Learner needs. All families of new entrants will complete a Parent/Guardian Home Language Identification Survey.

However, as a component of their autism diagnosis, it is expected that FACS students will be significantly language impaired and in many cases, nonverbal. As such, they are unlikely to be designated as English Language Learners or recommended for an ELL program, in that their disability is a determinant factor affecting their language proficiency. Rather than an ELL program, their instructional program will be IEP driven and will reflect a program of intensive language instruction to address individual areas of deficit in the speech, language, and communication arenas. All necessary translation services, both written and verbal, will be provided to family members as needed for non-English speaking households.

PLANS TO EXIT STUDENTS WHO MAKE SUFFICIENT PROGRESS

Students are assessed each year to determine growth and progress towards their IEP goals, with the objective of placement in a less restrictive learning environment. Every three years students are reevaluated to determine if they remain eligible to continue to receive special education services. Should the time come when a student has progressed such that they are able to change designations, FACS would undertake the appropriate processes to communicate with all key stakeholders and ensure the student is prepared for a successful transition.

(e) and (f) AT RISK STUDENTS, AND GIFTED AND ADVANCED STUDENTS

Due to the special nature of the school, all FACS students will enter the school with a diagnosis of autism, thus rendering these sections as not applicable.

1.10 School Culture and Discipline

In this section:

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

FACS required documentation for New or Current Student

Certified Birth Certificate *not accepted: mother's copy of birth certificate

Tennessee Certificate of Immunization Record or Waiver

Proof of Residency

Option 1: Copy of Signed Lease Agreement (including renewed lease agreements) Option 2: Signed Executed Settlement Statement

Option 3: Deed

Option 4: Mortgage Statement

Option 5: Signed Valid Non-Contingent Real Estate Sales Contract (applies if moving to school zone)

Utility Bill

Options1 • Options: Electric, Water, Gas, Sewer or connection letter

Not accepted: cell phone, telephone, cable, internet and satellite service bills

Date: must be for the last month prior to enrollment

Utility Bill 2 (cannot be the same as utility bill 1) • Options: Electric, Water, Gas, Sewer or connection letter

Not accepted: cell phone, telephone, cable, internet and satellite service bills

Date: must be for the last month prior to enrollment

Parent/Guardian Photo Identification

Options: Driver's License, Passport, Passport Card

Required for Kindergarten, 7th Grade or Students from outside the US:

Physical Exam

if Applicable: Parenting Plan or Domestic Relations Order

Enrollment Forms will be online.

FACS will adopt a WCS handbook, with WCS permission to promote consistency throughout the county.

(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.

The mission of the Foundations Autism Charter School is to meet the educational needs of children with Autism Spectrum Disorder by providing high-quality individualized educational services through the application of evidence-based teaching methods and strategies rooted in the principles of applied behavior analysis.

Our aim is to provide an educational environment for children with autism where their individual needs are recognized, valued, honored, and addressed through child-focused and outcome-driven goals and objectives that prioritize our students' overall best interest above all else. We will ensure that these services are provided by a team of highly trained and well-supported professionals including Behavior Analysts, teachers, Registered behavior technicians, administrative staff, and other service providers with various and complementary skills sets who are passionate about helping our students achieve best outcomes for their futures.

In addition, we believe that best-level educational support for our students extends beyond the school environment through maintaining a positive rapport with the parents and other family members of our students, by providing them with ongoing training, education, and support.

Our vision is for **every child with autism** to be respected and valued and to have their individual educational needs met in a caring and positive environment. Within this vision, our ultimate goal is to create lasting and socially significant change in the lives of children with Autism Spectrum Disorder by providing access to high quality, specialized educational services and helping them learn to communicate effectively, as well as to learn the additional educational, social, and life skills necessary for them to become active and involved members of their families and communities.

(c) Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.

FACS will create a unique environment for children with autism along with all staff and family members. It will promote acceptance, growth, and value of each individual. This culture will be a main objective and will include methods to purposely promote a positive learning environment and communication device. Any student admitted mid-year will be automatically included and special attention will be made to ensure success.

(d) Explain how the school culture will embrace special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.

FACS is founded on the autism population, so therefore embracing is the mission of the school.

1.10 (d) ATTACHMENT C: DISCIPLINE POLICY

BULLY POLICY

Definitions of harassment, intimidation and bullying:

1. Verbal harassment (threats)
2. Social Isolation (encouraging peers to not like, interact with student)
3. Non-verbal insults (mouthing, gestures)
4. Physical assault (any instance of physical contact made seeking negative interactions)
5. Property destruction or theft (any instance of destroying or taking another's belongings)

Process for the investigation by the appropriate school officials of suspected incidents of harassment, intimidation or bullying

FACS staff will fill out a bully report to be turned in to an administrator. A member of the Administrative Team will investigate the report including interviewing all parties involved to obtain statements, and Informing families involved within 24 hours of the report.

Consequences for students who have admitted or been found to have committed incidents of harassment, intimidation, or bullying include but are not limited to: time out of class (Alternative Learning Location), lunch/recess detention, additional staff supervision, peer mediation groups, and suspension, based on the level of offense.

DISCIPLINARY POLICIES AND PROCEDURES

The Foundations Autism Charter School follows disciplinary policies and procedures as defined in the Individuals with Disabilities Education Act (IDEA). Students who attend FACS may not bring to school or have in their possession any item that may be classified as a weapon (examples: guns, knives, matches, lighters, etc.). A student who brings such items to FACS may be required to participate in daily searches of person or personal possessions thereafter to ensure the safety of the student and

others. Possession of these items may be considered grounds for recommendation of suspension. Assaultive behavior by students (use of a weapon or object used as a weapon or battery against a staff person or another student) will not be tolerated at FACS. The parents, caregivers or guardians will be notified immediately in the event assaultive behavior occurs. A recommendation may be made for suspension, a Manifestation Determination meeting, or a review of placement.

SUSPENSION OF PROGRAMMING

A student's attendance at FACS may be suspended on the following basis:

1. Clinical necessity, i.e., a student demonstrates a psychiatric or medical instability or condition that compromises effective education. An intervention and/or alternative placement may be considered by an IEP team consisting of parents/guardians and school professionals.
2. Educational necessity, i.e., a student requires educational programs or services that currently cannot be provided satisfactorily in the FACS program. An alternative placement may be considered by parents/guardians and school professionals.

Administrative suspension of programming may occur based upon a decision by a Director. If this decision is made, then if needed an IEP meeting may be held. An administrative suspension may be effective immediately, or upon determination of need by administrative review, another course of action through clinical intervention, change of placement, or programmatic modification may be proposed.

ABA Behavioral Strategies and Crisis Prevention

FACS employs the principles of Applied Behavior Analysis (ABA) to minimize and extinguish maladaptive behaviors. ABA is used as a daily protocol to help students manage their behaviors in a positive and proactive way. If a student escalates into a crisis, becoming a danger to himself or others, Crisis Prevention Intervention (CPI) strategies are used. The CPI program's proven strategies give human service providers and educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care. These strategies include verbal de-escalation, therapeutic holds, calming rooms or seclusion. Foundations Autism Charter Schools only uses these strategies as a last resort and follows all restraint and seclusion reporting requirements per Tennessee Code § 49-10-13.

1.11 Recruitment and Enrollment

(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.

FACS will enroll all eligible students in grades K-3 who submit a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building.

Student applications must be filed with FACS thirty (30) days prior to the first day of school. Applications will be time stamped when received. Slots will be filled and a wait list will start when all slots are filled. There will not be a lottery schedule at this time. Students enrolled will remain and will not have to apply yearly.

All students must have

- a) An IEP stating Autism as the primary disability
- b) Medical form with Autism Diagnosis completed by a Board Certified Doctor

FACS shall not limit admission based on ethnicity, national origin, gender, income level, or proficiency in the English language.

Student waitlist is determined by time stamped application. Students that withdraw will have to start the application process over again.

Transfers: N/A

(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?

Promotion for the Foundation Autism Charter Schools would begin as soon as the charter is approved in 2021. The FACS team would write and disseminate a Press Release announcing the approval of the first public charter school in the state of Tennessee with a focus on children with autism. FACS will reach out to local media outlets.

FACS will start with a maximum of 120 students.

(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.

FACS will target the following Autism organizations for marketing and recruitment.

- Autism Tennessee
- Kid Central TN
- Autism Society of Middle Tennessee
- Autism Speaks

FACS hopes to partner with WCS to inform parents of children with autism of this opportunity.

FACS will contact the local ABA clinics.

FACS will contact local pre-schools

(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.

FACS shall not limit admission based on ethnicity, national origin, gender, income level, or proficiency in the English language.

FACS will market towards the Autism community.

(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.

Student recruitment will be adapted, as needed.

1.12 Parent Engagement

- 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?

FACS has reviewed public information regarding Williamson County Schools and perceives from this information a need for a specialized school for students with autism. FACS used the following statistics as useful data.

There are currently 588 children with Autism on their IEP as of 2019. That number is estimated to be 712 in 2021 and will be over 1,000 by 2025.

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

FACS will partner with local autism organizations to engage parents and community members.

- 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.

FACS does not have any letters of support.

- (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).

Parents who pass background checks will be encouraged to participate in volunteer activities.

- 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

Parent Communication

FACS makes every effort to communicate proactively using different modalities for families

(e.g. email, communication logs, bi-weekly progress notes). Parent-teacher conferences are also scheduled and provided twice per academic year. In addition, parent observations are allowed up to four times per school year in an effort to maintain transparency and team collaboration. However, these observations must be scheduled and approved in advance, and in addition to adhering to all visitor and observation procedures and protocols as outlined in the FACS Parent Handbook, the visiting parent will also be required to sign a confidentiality agreement prior to the observation.

For any classroom concerns, Parents are instructed to rely on the classroom teacher as their first point of contact. For any concerns not resolved through their child's classroom teacher, they may then be instructed to contact the Education Director and/or Curriculum Director.

Appropriate methods of communication include contacting the teacher either by phone at the FACS phone number or via email. Phone calls will not be transferred to the classroom during instructional hours, between 8:30 and 3pm. Communication between school and home should remain respectful and collaborative. Inappropriate or unprofessional communication from either party will not be condoned.

Parents may remain up-to-date on all school activities and volunteer opportunities by accessing the FACS website, FACS Facebook page, and digital FACS newsletter.

Dual Relationships Prohibited

FACS Staff are not permitted to accept any position (e.g. babysitting, home therapy, habilitation, respite, etc.) outside of our organization with a current student or their family.

This is considered a conflict of interest to work with a current student outside of the school for any other organization or private funding. This is to protect the privacy of all students and maintain the professional relationship between school personnel and families.

This policy protects the employee from being placed in an uncomfortable situation and possible ethical dilemma. It is very important to ensure proper and appropriate boundaries for the protection of the student, families, and staff members. If employment with the family occurs prior to the hiring of the individual, the employee is responsible for notifying the Curriculum Director of the circumstances PRIOR to beginning employment with FACS.

Programs offered to parents/community

Parent association meetings will be scheduled monthly, including a 30 minute training segment correlated to an annual series Parent Training Curriculum developed by the Curriculum Director. The Parent Training Curriculum in extended format will also be made available as a virtual webinar series and can be accessed at any time via the FACS parent portal link through the FACS website.

In addition, FACS will also offer ongoing professional development opportunities to other educators in Williamson County and the surrounding areas, via webinar and/or live training series.

How these programs support the school mission and vision

Parent involvement and training is an essential part of a student's education program at FACS. When parents are active participants in their child's treatment, the child is more likely to be successful. Parent training helps a child to generalize their skills, thus taking the skills they are learning in the educational environment to their home and community.

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.

The FACS Governing Board are the three founding members who will serve until esteemed members can be elected to provide the guidance needed at the board level. We understand the need for a board to provide accountability and oversight for us as leaders of FACS.

GENERAL The Board shall operate without standing committees, except for the Executive Committee; however, special committees composed of Board members may be appointed by the Chair at the direction of the Board and as the needs of the Board shall require. Such committees shall be discharged when the work is finished or earlier by a majority vote of the entire Board. All reports by special committees shall be made directly to the Board.

1. A special committee serving in an advisory capacity shall ordinarily consist of less than a quorum of Board members;
2. The committee will be advisory only;
3. Issues to be discussed by the committee must be approved in advance by the entire Board;
4. A committee shall serve no longer than the annual organization meeting of the Board unless reappointed to finish a designated task; and
5. Committee meetings shall be held in accordance with the Open Meetings law.

b) Evaluation for FACS, school leadership, and board performance

The board will use the State Board Policy 5.201 Teacher and Administrative evaluation policy for the school leader

State Assessments

Teacher Evaluations

For the purpose of improvement of school Board leadership, the Board of Education will conduct an annual self-evaluation. This annual evaluation shall be based upon the following:

- a) Board members shall know and be involved in the development of standards by which they will evaluate themselves.
- b) The evaluation shall be a composite of individual Board members opinions but the Board as a whole shall meet to discuss the results.
- c) Evaluation shall include discussion of strengths as well as weaknesses.
- d) The Board is not required to limit itself to those items included in any formal evaluation instrument which is used.
- e) Each judgment shall be supported by as much rational and objective evidence as possible.
- f) At the conclusion of the evaluation, the Board will develop a series of Board goals for the ensuing year which are stated in terms of behavioral change or productivity gains

c) Board Development/Recruiting

FACS board member recruitment will be determined by the needs identified and the role description will reflect the responsibilities included with the new position. Nominations can be submitted through a document asking questions about leadership qualities, passions, experience, future goals, and how the candidate can help FACS.

d) Training of Board Members

FACS will comply with TN State Law and train board members State Law mandates that school board members attend training. State Board of Education Rules and Regulations require that every board member participate in seven hours of training annually. TSBA provides the training in five core modules: Board/Superintendent Relations, Advocating Your Board's Vision; Policy/Board Operations; School Finance and School Law; and other electives such as planning, team building, strategic compensation, education and jobs and legal issues.

e) Board Policy and process to address complaints

DEFINITIONS Complaint: A complaint is a request for remedy or redress of a situation brought by an employee in regard to Board policy and any instances which do not meet the definition of a "grievance."

Grievance: A grievance is a request for the remedy or redress of a situation brought by an employee for which state or federal statute or regulation supplies a means of addressing the same with the employee's employer through a formal grievance process.

COMPLAINTS The Board of Education believes that disagreements arising in the course of employment should be resolved as quickly as possible and at the lowest supervisory level. In instances of questions by an individual staff member concerning the adherence to policies and procedures, administrative practices within his or her particular school, and relationships with other employees, the

staff member concerned must consult the administrative or supervisory personnel to whom he or she reports. If a satisfactory resolution of the problem cannot be reached after ample opportunity for consideration of the matter, the staff member concerned may discuss the matter with the next level of supervision up to and including the Director of Schools. In instances where an individual staff member feels he or she cannot discuss a problem with an immediate superior, the staff member may take the problem to the next level of supervision. Should it become necessary, the Director of Schools may review a complaint and take action and within a prompt, reasonable time shall notify all parties concerned of any decisions made regarding the complaint.

GRIEVANCES Grievances concerning employment statutes related to harassment, equal employment opportunity, or medical accommodations should be addressed as provided for in Board policies C-190 (Complaints under the Americans With Disabilities Act) and G-220 (Harassment of Employees). Teachers or principals may submit a grievance regarding the accuracy of performance evaluation data and/or the adherence to the performance evaluation policies adopted by the State Board of Education. Any grievance of this nature shall be addressed as provided for in a procedure developed by the Director of Schools which will comport with regulatory guidance adopted by the State Board of Education establishing the local board of education as the final appeal authority in this matter. Board Chair determines that a document submitted to the School Board as a performance evaluation grievance appeal does not meet the definition of a grievance outlined above, the Chair shall be empowered to inform the grievant that the Board will not hear the appeal.

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
President	Autism Charter Schools of TN	Man/Org Exp, Finance, Marketing
Vice-President	Autism Program Specialist University of Arkansas	ABA standards and education for children with Autism
Secretary/Treasurer	Special Education Teacher Page Highschool	Educational standards and curriculum

2.2 Start-up Plan

Responsibility	Daniel	Daniel	Cathy/Sheri	Cathy/Sheri
Daniel	Daniel	Daniel		

Timeframe	Business/HR	Facilities	Curriculum	Enrollment	Marketing
August 2022	SCHOOL BEGINS!				

July 2022	• Complete hiring allstaff (janitorial, aides, office) • Train all staff in benefit programs and HR policy & procedures (coordi-nate with benefit providers)	• Final facility inspection • Create punch list • Assemble and move furnishings (work with PTO on coordinating volunteers) • Track where assets are located in building	• Number texts and curriculum materials • Move curriculum and materials into building and organize • Checkout C&M to teachers and distribute to rooms	• Gather final paper-work from parents • Complete collection of student records from previous schools • Assign any new enrollees to classes	• Publicize school's opening and ribbon cutting
July 2022	• Finalize instructional staff and key office staff • Place ads for schoolhouse staff and any remaining positions • Instructional staff begins work as employees	• Work with builder and developer to resolve remaining problems or potential problems • Ensure and participate in building inspections	• Finish receiving ordered C&M • Call vendors for information on back-ordered items and develop contingency plans • Work with teachers on classroom specific supply requests	• Continue collecting student records from previous schools	
June 2022		• Work with builder and developer to resolve remaining major issues		• Continue collecting student records from previous schools	
June 2022		• Schedule the school move-in; volunteers, tasks, etc.	• Prepare C&M for distribution	• Continue collecting student records from previous schools	
June 2022	• Business manager will begin assuming schoolhouse business and finance responsibilities • Hire Office Manager or School secretary • Hire additional administrative staff • Administrative staff begins work as school employees	• Solicit donations of some equipment (microwaves, fridges, toasters, carts, chairs) from parents and businesses		• School Secretary or Office Manager will begin assuming schoolhouse enrollment responsibilities • Continue collecting student records from previous schools	
May 2022	• Implement medical and other benefit programs to be in place in July when more employees begin work	• Continue receiving and purchasing needed equipment and furnishings • Watch for used furniture from schools that may be		• Send final acceptance letters; deadline for acceptance is June 30	

		closing or replacing equipment					
May 2022	• Compile necessary items for employee packets to include handbook, benefit program information, and legal paperwork	• When receiving equipment, count to ensure accuracy and quality, tag with asset tags, and track on asset tracking form.	• As curriculum purchases arrive, check for accuracy and quality • Number materials as they arrive and develop a tracking sheet for inventory control, especially if items are stored at different locations	• Collect enrollment paperwork from parents; enrollment deadline is June 15 • Begin placing students in classes	• Continue marketing as necessary to ensure adequate enrollment		• Develop plans for parent volunteers, including forms, outreach, and organization
May 2022	• Complete employee handbook and send to board for approval	• Develop inventory control procedures and order asset tags	• Watch ads for screaming deals on school supplies and make purchases as appropriate	• Make final push for applications	• Work with PTO to publicize summer events and general awareness of school and mission		• Recommend any lunch program to board for approval
April 2022	• Meet with benefit providers to customize benefit programs • Begin employee handbook draft • Submit budget for board approval	• Begin weekly building inspections • Use "Facilities Progress" form to track progress and document problems to builder and developer in writing • Sign service agreements with outside providers • Coordinate for temporary storage of furnishings and equipment	• Coordinate for temporary storage of curriculum and materials • Present classroom supply recommendations to board for approval	• Contact parents to receive enrollment information and forms. • Develop a "Health and Safety" form for parents to use for enrollment past regular deadlines	• Finish marketing plan execution	• Contact UEN (Utah Education Network) about providing free high speed internet for the school and verify infrastructure requirements are met; plan for alternate service if necessary	• Get proposals from caterers for school lunch program
March 2022	• Finalize teacher salaries based on legislation • Develop salary agreements and sign with all current staff and new staff as hired • Begin hiring additional administrative and instructional staff • Draft Budget	• Inspect building progress bi-weekly • Be really picky; no detail is too small—the builder is being paid to build it to your specifications • Place all furnishings orders • Apply for credit as necessary • Present service recommendations to board for approval	• Place all C&M orders • Apply for credit as necessary • Begin analysis of classroom supply needs	• Receive acceptance letters. Deadline for initial acceptance is April 30.	• Execute marketing plan with goal of receiving applications from parents by May 31.	• Get board approval for any recommendations for equipment or services • Create email accounts for any hired staff	• Finalize dress code and submit recommendations to board for approval • Host Spring Fundraising activity

	- and follow up - Review legislative action related to school funding and regulations	- Get proposals from providers of goods and services for school facilities (see Startup Facilities List); present recommendations to board for approval - Research options for low-cost or used furnishings - Evaluate cost/benefits of purchase versus lease of certain goods and services	bids from various vendors to ensure best value (use bid tracking form)	other paperwork		not already done	
Decemeber 2021	- Register for teacher fairs - Place ads for teachers on teachers-teachers.com and other places	Begin regular inspections of building site		- Big push for applications by third Friday in February - Hold initial lottery and send enrollment packets to lucky parents	Big push for applications by the third Friday in February		
December 2021	Establish Executive Committees						
February 2022	- Attend teacher hiring fairs and interview teaching staff - Send offer letters	Create "Facilities Progress" form to track construction problems and progress	- Finalize curriculum recommendations and present to board for approval - Seek competitive	Make follow up calls to enrolled parents; dog them and make sure they return acceptance forms and	Develop marketing plan and budget for April through June and submit to board for approval	- Finalize network plans and budgets - Find email service and create board email addresses, if	- Draft dress code standards - Investigate school lunch requirements and options

(b) We anticipate the challenges to be in identifying and enrolling those students with Autism disabilities. FACS will overcome this by partnering with local autism organizations and the local school district early to identify and educate the parents about our school and how we may be the best solution for their child's education.

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.

The facility necessary to implement the program of instruction at the Foundations Autism Charter School (FACS) will be designed to accommodate the following needs:

Administrative office space to include a reception area, conference/training room, staff break room, teacher/staff workroom, and separated small office spaces for key administrative staff.

Instructional space for a total of eight classrooms to accommodate 120 students, with fifteen students and three full-time staff members in each classroom. Smaller instructional rooms will be needed for pull-outs, assessment areas, one-on-one instruction, and other therapies such as Speech therapy, Occupational therapy, and Physical therapy.

Larger rooms or areas needed to accommodate the range of activities at the school will include a "life skills center" including kitchen and laundry areas utilized for teaching critical activities of daily living, a multi-purpose room for the purpose of actively teaching and generalizing play skills, social skills, and other peer interactions, a library/media center, a cafeteria and kitchen service area, a motor room/gym area, and a specialized sensory room designed to provide students access to a variety of different sensory input interactions.

Other space considerations include supply/storage areas, restroom facilities with separate restrooms available for students and staff, along with other basic common areas such as hallways that complete the design and flow of the school.

Considering these components, an ideal facility would be at least 8,000 to 10,000 square feet. This space would accommodate the students, staff and program of the school and would be in line with Tennessee classroom size requirements..

In addition to these indoor facility requirements, outdoor space considerations include a fenced area with a playground, play equipment and picnic tables for breaks during the school day and recess time, as well as ample parking areas to accommodate transportation services, staff parking and visitor parking.

(b) Explain how the above-described facility needs tie to the related items in the proposed school's budget.

The above facility needs are accounted for in the school's budget and will be able to be acquired with the available funds.

(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.

The board members have experience with site selection and space build out for over 10 separate locations in various states including Tennessee. These sites ranged from full build outs to space renovations of equal to or greater space requirements.

(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.

We have secured a verbal agreement with Concord Church of Christ to utilize space within their church building. Specific agreements will be discussed once a charter is secured.

(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.

We will coordinate with local and state authorities to get any permits and planning reviews submitted before opening and allocate funds necessary for any fees associated with permits or review.

(f) Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.

The existing space will require very little renovation as it is already utilized for class space on the weekends. We will be able to occupy the space immediately after receiving the charter and finalizing lease arrangements. The Certificate of Occupancy, fire marshal inspections, and health inspections will be scheduled once any renovations have taken place, if any. This will provide

several months before opening to insure that the appropriate permits and inspections have taken place.

(g) Broadly describe a contingency plan, should your facility fall through.

There are several other churches in Williamson County, TN that we have networking connections with that we would engage if the current facility were to fall through.

(h) List any properties you may have already identified as suitable to meet the proposed school's facility needs.

At this time we have not toured any facilities to identify a property with our exact needs. Upon receiving the charter if we cannot secure the expected space we will have 18 months to begin the search.

2.4 Personnel/Human Capital

Foundations Autism Charter School (FACS) will recruit top level, experienced professionals in the field of autism education to provide leadership in implementing the specialized programs of instruction that will be offered at the school. Some of these very experienced professionals have already been identified and are eager to join the FACS team. In addition, FACS will recruit individuals who are newer in the field of autism education, but have a passion and desire to serve this population. This team of professionals will be charged with implementing the specialized education programs at FACS as well as managing the schools day-to-day operations.

(a) Organizational Chart

-Attachment G

b) Staffing Plan

Executive Director:

The Executive Director will report to the FACS Board of Directors and will take the lead in ensuring that the school's mission and vision are being implemented daily and with every school activity. The Executive Director will make hiring recommendations to the board regarding the Director of Education and Director of Curriculum. The Executive Director will work with these individuals to develop school routines, programs and procedures that ensure the highest quality program based on Applied Behavior Analysis (ABA). This executive team will ensure all staff remains up to date on cutting edge best practices in the field of autism education. The Executive Director will interact with parents and the community and will organize and collaborate with school committees. The Executive Director will also oversee the Business and Operations Manager, who will provide the daily financial management of the school, work with contracted services or staff for payroll, and Title grant management. The following describes in more detail the duties and responsibilities of the Executive Director:

Purpose: Serves as the school's chief administrator; recommends policy development to the Governing Board; develops procedures to implement Board policies; works with the Director of Curriculum to develop academic programs and activities for students and staff; works with the Business Manager to create and oversee budgets; ensures the school remains in compliance with all authorizer, state, and federal rules and regulations.

School Culture: Serves in a manner that promotes the educational development of each student and professional development of each staff member; promotes a positive working and learning environment; ensures that the entire school focus is on the achievements of Autistic students; ensures staff have proper support to accomplish duties.

Planning: Develops and leads plans to ensure that procedures and schedules are implemented to carry out the total school program; ensures that the school programs are compatible with the legal, financial, and organizational structure of the school system; leads the Governing Board in annual strategic planning to identify annual objectives for instructional and extracurricular activities and organizational development.

Coordination: coordinates the input of the Director of Education and the Director of Curriculum to ensure consistent direction to staff; collaborates with the Board President to ensure effective Board meetings.

Human Resources: directly or indirectly supervises all school personnel, directly oversees the Curriculum Director and Business Manager; works with Business Manager to develop employee benefits, makes final recommendations for hiring to the Governing Board; ensures that professional development activities are regularly available to staff.

Community: develops community partnerships, ensures use of community resources, cooperates with the community in the use of school facilities; interprets the school program to the community; ensures compliance with open meeting regulations; leads marketing efforts; ensures appropriate orientation for new students, their families, and new staff.

(c) Director of Education

The Director of Education will be the lead expert at FACS in the area of curriculum development and implementation. This expert will be in the area of general education and implementation of strategies that are aligned with Tennessee State Standards and are also grounded in Applied Behavior Analysis (ABA). The person holding this position will also hold certification for Elementary and Special Education. The Director of Education will collaborate with the Curriculum Director to ensure all programs are leading students to mastery of academic skills.

This is a high level supervisory position that has been designated as full-time. The person holding this position will serve as a resource to the school working on site and collaborating

with the Director of Curriculum who will be a full-time on-site employee directly supervising all ABA programs. The Director of Education's salary is reflected in the second line of the salaries section of the Three Year Operational Budget of \$70,000.

- Serve as an expert consultant on elementary education methodologies
- Work with curriculum director to ensure all programs of instruction are aligned with state standards and evidence-based strategies for autism
- Conduct teacher and staff trainings as needed

Director of Curriculum, Board Certified Behavior Analyst (BCBA)

The Director of Curriculum will be responsible for supervising and training all instructional staff including teachers and paraprofessionals. Because this individual will be a Master's level Board Certified Behavior Analyst (BCBA), she will be well versed in making state standards accessible to students and experienced in the correct implementation of Applied Behavior Analysis (ABA) teaching strategies. Data driven instruction will be guided by the Curriculum Director, who will implement school wide processes for gathering and analyzing data. She will be the leader in data-driven decision making. The Curriculum Director will work hand-in-hand with the Executive Director to promote a positive school culture that focuses on helping students with autism achieve their full potential. The FACS Board has already identified an individual who has the training, credentials and experience to fill this role and is eager to join the FACS team. The following describes in more detail the duties and responsibilities of the Curriculum Director:

- Works closely with the Director of Education to Ensure that IEP goals are aligned with state standards and appropriate given a student's abilities
- Oversees teachers and paraprofessionals/teacher's aides
- Oversees mandated state testing (AIMSWEB) as well as other assessments used for students with disabilities including but not limited to ABLLS-R and VB-MAPP testing.
- Conducts group training for teachers, paraprofessionals and new employees
- Conducts one-on-one coaching sessions for teachers and paraprofessionals
- Performs new child evaluations
- Conducts parent trainings
- Collaborates with Director of Education to oversee and manage Individual Education Plans (IEPs) for all students
- Observes teachers and students on a regular basis to ensure quality programming

- Ensures instruction is data driven
- Bi-weekly data analysis and ABA program review for each child with lead teacher
- Prepare Behavioral Plans on a case-by-case basis for students when necessary
- Conducts teacher evaluations and performance evaluations for the paraprofessional staff (data collection of teacher performance)
- Works with speech and occupational therapists to ensure all students goals are aligned and ensure any prescriptive instructions are followed through by classroom staff

Business and Operations Manager

The Business and Operations Manager will report to the Executive Director and will be responsible for the financial and operational functions of the school. The principal duties for this position will include developing long and short-term financial plans for the school, management of all aspects of the school's finances and reporting all financial information to the Executive Director. This person will collaborate with the contract service provider who will handle payroll, student data management and Title grants management. The Business and Operations Manager will work to ensure that the school has the necessary revenue and resources to run effectively and with the highest degree of educational excellence. The following describes in more detail the duties and responsibilities of the Business and Operations Manager:

- Makes recommendations to Executive Director regarding Policies and Procedures related to financial management of the school
- Directs and manages day-to-day office systems, including mail, fax, phone, email, photocopying and program databases
- Serves as the main contact person for business contracted services for student data reporting and management, Title grant management, payroll and other back-office functions
- Oversees daily attendance and calls or directs administrative assistant to call homes of unexcused children
- Serves as a primary point of direct administrative contact and liaison with other business offices and individuals ensuring or delegating appropriate responses and or actions are taken by relevant person or persons.
- Maintains renewal contracts, professional resume book and fingerprint card documentation for teachers
- Prepares and reviews new teacher hire packets
- Oversees and manages all health insurance and other benefit plans

- Maintains relationship with insurance providers
- Provides information to faculty and staff regarding benefits and insurance coverage
- Places orders for textbooks, classroom and office supplies, etc. from the approved budget and maintains separation of duties in regards to purchasing
- Supervises contracted janitorial and facilities maintenance services

Certified Special Education Teachers (Nine in Year 1, Ten in Year 2, Eleven in Year 3)

Teachers will report directly to the Director of Curriculum but will also receive guidance and support from the Executive Director and the Curriculum and Director of Education. Teachers will have a strong passion for working with students with autism and this will be reflected in their dedication to the progress of each of their students. Each teacher will be responsible for writing Individual Education Plans (IEP's) or Personalized Education Plans (PEPs) for each of their students. In addition, teachers will write and implement customized lesson plans in the form of ABA programs for each student. These lessons plans will give students access to the most rigorous curriculum possible while making any necessary adjustments and/or modifications based on their needs. FACS will recruit certified special education teachers who have experience in working with students with autism and Applied Behavior Analysis (ABA) and are classified as Highly Qualified per No Child Left behind requirements. Teachers will work in conjunction with two highly trained paraprofessionals in each classroom who are also Highly Qualified per NCLB requirements. The following describes in more detail the duties and responsibilities of FACS teachers:

- Oversees paraprofessionals/teacher's aides
- Assist with training paraprofessionals
- Write and implement individualized ABA lesson plans that are data-driven
- Conduct formative and summative assessment based on state standards and the ABA model
- Prepare students for mandated state testing (AIMS, AIMS-A) as well as other assessments used for students with disabilities including but not limited to ABLLS and VB-MAPP testing.
- Participate teacher trainings and individual coaching sessions and be fully committed to professional development

- Effectively communicate with parents and provide clear feedback in report cards and other written communications
- Must be excited to work in a collaborative teaching environment focused on educating students with autism

Paraprofessionals (18 in Year One, 20 in Year Two, 22 in Year Three)

- Participate in training in ABA teaching strategies and any other coaching and training as directed by Curriculum Director and Executive Director
- Work one on one and in small groups with students
- Maintain student binders with relevant teaching programs and data
- Follow through with lesson plans as directed by teacher
- Implement strategies as directed by Speech Therapists and Occupational Therapists
- Help with daily communication logs to parents
- Assist with any other functions as directed by lead teacher and executive staff
- Must have a passion for working with students with autism and do everything possible to help these students achieve their full potential.
- Must be excited to work in a collaborative teaching environment focused on educating students with autism

(d) Recruitment

Local and national recruitment strategies for certified teachers and other licensed personnel will include, but not be limited to, the FACS website, web based employment advertisements, newspaper job postings, direct classroom presentations and participation in career fairs at colleges and universities recognized for their special education programs. Jobs will also be posted through the Tennessee Charter Schools Association, Teach for America and through college and university placement offices.

Advertisements will also be placed in publications by local and national autism service providers such as Autism Speaks. In addition, members of the FACS Board are working to establish partnerships with programs for Board Certified Behavior Analysts (BCBAs) at local universities. These programs require practicum and allows for field work that is supervised by a master's level BCBA. FACS will offer practicum opportunities at the school while increasing its pool of potential teacher and paraprofessionals. Because this will be a pioneer school in Tennessee, we anticipate we will be able to attract high level professionals with the credentials and experience to educate this special population. As mentioned previously, the Director of Curriculum and Director of Education have already been identified by the FACS

Board. The recruitment period for the Business and Operations Manager, teachers and paraprofessional will begin as soon as the charter is approved. FACS will aim to hire the Business and Operations Manager by March 2022, and all eight certified lead teachers by May 2022.

Recruitment for future positions at FACS will be advertised in a similar manner.

(E) State- Approved Evaluation

We will use the State Board Policy 5.201 Teacher and Administrative evaluation policy for all staff evaluations and feedback.

(F) Unsatisfactory Leadership

FACS will make efforts to identify low performers during evaluation periods and provide additional mentoring and training to bring them to the highest performing levels. If the poor performance is continued, we will document the efforts for improvement and move toward a path of termination if unable to raise the level of performance to an acceptable level.

(G) Compensation and Benefits Plan

Another tool that will be used to attract high-quality teachers and staff is a comprehensive compensation package offering competitive salaries with at least a 3% increase each year, health insurance and a 401k plan. FACS has budgeted the following salaries for its key positions (these salaries are not inclusive of Employee Related Expenses).

Executive Director	\$70,000
Director of Education	\$70,000
Director of Curriculum	\$70,000
Special Education Teachers	\$45,000
Paraprofessionals	\$26,000
Business and Operations Manager	\$50,000

FACS will offer a health insurance plan. Cost is estimated \$400 per month and FACS will pay 75% of those costs for employees. FACS will offer to contribute 2% of each employee's salary into a 401k plan if employees wish to participate. Teachers will also be offered a \$1,000 stipend for work to be done the summer prior to the opening of the school.

(H)

Employees will be at-will.

(I)

Employee manual Attachment I

Position	S t a r t - u p	Y e a r 1	Y e a r 2	Y e a r 3	Y e a r 4	Y e a r 5
Principal/ School Leader	1					
Assistant Principal						
Dean(s)						
Director of Education	1					
Director of Curriculum	1					
Classroom Teachers		8	10	12	14	16
Classroom Teachers (e.g. special education, ELL, foreign language, etc.)						

Student Support Positions (e.g. social works, psychologist, etc.)		16	20	24	28	32
Student Support Positions						
Specialized School Staff						
Specialized School Staff						
Teaching Aides or Assistants						
School Operations Support Staff		1	1	1	2	2

2.5 Professional Development

a) Professional Development Plan including # of days and hours per year

One of the defining elements at Foundations Autism Charter School is that teachers and paraprofessionals will be highly trained in Tennessee state standards and Applied Behavior Analysis, as well as best practices in the field of autism education. We intend to hire certified teachers who already have experience in ABA and autism. The FACS executive team will have a good idea of teachers' strengths and areas of need through the interview process and will design initial teacher training around those areas of need.

Teachers and staff will be required to begin the school year at least one week prior to students to attend 40 hours of intensive training. Teachers hired will have a working knowledge of Applied Behavior Analysis (ABA), and the one week training will be focused on the following: implementing ABA in the classroom setting, establishing successful classroom environments for students with autism, integrating Tennessee state education standards into individualized programs of instruction, and data collection and analysis methods utilized in monitoring student progress. The training will consist of didactic teaching by a Board Certified Behavior Analyst (BCBA) and hands-on coaching in ABA teaching strategies conducted with students at different levels of the autism spectrum who will be attending the school. Teachers will also be given time to review their student documents and profiles prior to the first day of student attendance.

Additional ongoing training will be continued throughout the school year through five (5) built in PD days in the school calendar. This time will be used for ongoing professional development and individual coaching time with the Director of Education and/or the Director of Curriculum. Incorporating this time into the academic schedule will allow teachers and paraprofessionals to gain an additional hours of professional development during the school year.

Staff will be able to bring concerns to the Director of Education and/or the Director of Curriculum at any time. Beyond this open-door availability, alternating Wednesdays that are not designated as early release/professional development days, will be used to schedule a minimum of monthly one-on-one meetings between the Director of Education and/or the Director of Curriculum and each teacher, with emphasis on data analysis and collaboration on student programming and progress. The Executive Director may also participate in these meetings as needed. In addition, training and coaching sessions will also be embedded into the teachers' regularly scheduled school days to allow the Director of Curriculum to observe and give feedback based on teachers' performance with students and general classroom management.

FACS will offer after school care for students during early release days so that parents can rely on a consistent pick-up schedule. FACS will also offer an after-school habilitation and respite program until at least 5 p.m. to accommodate the schedules of working parents

(b & c) Person Responsible & Core components of PD plan

The Curriculum Director, in collaboration with the Director of Education, will be responsible for the planning and implementation of the Professional Development program. Presenters may include the instructional leadership team, clinical supervisors, and/or outside experts in the field of autism.

Core components of the plan will include:

- Effective Instruction: Best Practices in ABA
- Application of Verbal Behavior in teaching language and learning skills
- Errorless Teaching, Prompting & Prompt Fading, and Promoting Student Independence across all skill areas
- Functional Behavior Assessment
- Fluency-based Instruction
- Enhancing Dyad and Group Instruction
- Effective use of Reinforcement including Preference Assessments, Conditioning Novel Reinforcers, and application of Differential Reinforcement
- Promoting Student Engagement and Motivation
- Professionalism and Ethics in the Workplace
- Using Visual Supports and Activity Schedules
- Teaching and Using a Motivational System

Beyond these core components, additional skill development topics may also be incorporated at any time based on specific staff and/or client needs that may arise.

How the Professional Development Plan Supports Effective Implementation of the Curriculum

Teachers and instructional staff will be continually evaluated and receive regular coaching and feedback from the Director of Curriculum to ensure ABA lessons are being delivered correctly and in line with state and FACS standards. An official form will be created and used to document evaluation of staff. Coaching sessions will be evaluated as well on a form created for that purpose. Videotaping may also be used as a tool in the evaluation and coaching process. SPED IEP's will be audited for accuracy and

addressed, as needed. Discipline for disabilities will be monitored daily by the Director of Curriculum. Communication for EL and all families will be at the least, weekly.

(d) Topics selected for the training that takes place prior to the school's opening each year are based on the key components of applied behavior analysis aba and strategies for the education of students with autism. A proposed schedule and topical overview of this training is as follows:

Day 1- AM Session: Introduction to and/or review of autism and applied behavior analysis

Mid-Day Session: Ethics and Professionalism

PM Session: Student and Staff Relationships, building a strong rapport through pairing

Day 2- AM Session: Discrete trial instruction and incidental teaching

PM Session, part 1: Dyad instruction and group instruction programming

PM Session, part 2: Teaching response chains and promoting independence

Day 3- AM Session: Generalization, maintenance, and fluency

Mid-day Session: Data collection, graphing, and Data analysis

PM Session: Standards for special education and alignment of standards in IEPs

Day 4 & Day 5- ALL Sessions: Assessing and managing challenging behavior, including Strategies for crisis prevention and intervention training

(e) Ongoing staff training related to anti-racism, unconscious bias, and culturally relevant pedagogies will be assigned and completed throughout the year using a self-guided, online format provided by EVERFI, Inc. (learn.everfi.com)

(f) Plan to cultivate future leadership capacity

1. Get clarity on what is the best use of your time
2. Recognize the talents and the value of each of person on your team
3. Make requests, not demands, so that you get employee input
4. Establish specific, measurable objectives together
5. Empower employees to create their own solutions
6. Share the power and resist the temptation to micromanage or take over
7. Co-create an inspiring but attainable schedule

8. Develop a collaborative reporting and feedback system
9. Keep a log of who, what and when you delegate for tracking purposes
10. Celebrate achievements and relationships between team members

Taken from Martha Lasley, Leadership that Works

(g) Professional Development sessions may at times be differentiated or subdivided into specialized sections or groups in order to address specific areas of need such as new staff members vs. experienced staff members, or topics related to specific teacher duties vs. paraprofessional duties, etc. Whenever applicable, seasoned staff may serve as coaches by modeling, practicing, and providing feedback to newer staff members during hands-on skill practice sessions.

(h) Teachers and other staff members who are hired mid-year will also be provided with an initial one week orientation period consisting of a combination of the following: didactic instruction, provided either in-vivo or via pre-recorded video of previously-held training sessions, classroom observation of seasoned staff members implementing teaching procedures and strategies, and hands-on training and coaching in ABA teaching strategies conducted with students at different levels of the autism spectrum.

2.6 Insurance

FACS has reviewed the required amounts of insurance that will be needed for a Charter School. The details are listed below:

- \$1,000,000 policies - Commercial Package Policy
 - (includes Property coverage, as well as General, Professional, and Abuse Liability)
 - the umbrella does sit over the General Liability to essentially make that a \$2MM limit.
- \$2MM limit - Umbrella Liability
- Workers Compensation - workers compensation doesn't really have a 'limit', but is statutory in that it pays medical costs for injured employees with no real limit. There is an Employers Liability portion to that policy that has a \$1MM limit, but the 2MM umbrella will sit over that as well.
- \$1,000,000 policies Cyber Liability

2.7 Transportation

- (a) How will you transport the students to and from your proposed school daily, if applicable?**

At FACS, a student's parents will assume responsibility to transport the student to and from school. Additionally, FACS will abide by all state and federal regulations regarding transportation service, including the federal McKinney-Vento Homeless Assistance Act. In the event individual circumstances dictate that a student requires transportation that cannot be provided by the parent, FACS will coordinate with the district and/or a transportation contractor to make the arrangements necessary for the student to access transportation.

- (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.**

At this time, extracurricular activities or field trips that will require transportation are not planned to be included as a component of the FACS program.

- (c) If applicable, outline your proposed transportation plan as follows:**

As previously stated, for FACS students, parents will assume responsibility to transport the student to and from school. In the event individual circumstances dictate that a student requires transportation that can not be provided by the parent, FACS will coordinate with the district and/or a transportation contractor to make the arrangements necessary for the student to access transportation. The Executive Director will be responsible for the oversight and management of transportation services, when applicable.

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

Unless individual or special circumstances dictate a need or requirement for school-provided transportation, parents of FACS students will assume responsibility to transport their student to and from 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.

FACS will provide a food service program in accordance and compliance with the nutrition regulations outlined in all applicable district, state, and federal regulations. All students can participate in the school breakfast and lunch program. To the maximum extent possible, the school will offer all students the opportunity to participate in available federally reimbursable school meal programs, including the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, and Child and Adult Food Care Program (Afterschool Supper).

(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).

The Executive Director will be responsible for monitoring to maximize the number of students who qualify for free and reduced price meals through meal application collection. The school will employ various strategies to ensure completion of forms and applications by including them in initial student outreach documentation, orientation, school events and communication with parents.

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

FACS will provide its food service program on a contracted basis with the Executive Director overseeing and managing the appropriate vendor.

In order to select a partner for in-house meals, FACS will review and vet state vendors. We will also reach out to other charter/private/public schools to inquire regarding recommendations for this service. FACS will then seek bids from local food service providers to complete the selection process.

2.9 Additional Operations

- a) Technology
 - i) What is required for academic and operational needs
Main office: computers, fax, copiers
Teachers: computers, other technological devices, per need
 - ii) How ensure students access to technology required for state-mandated assessments
Third graders will be given devices needed to access state-mandated assessments
- b) Information Management: FERPA
FACS will follow FERPA regulations regarding student privacy and disclosure of student data and records. FACS will:
 - i) educate staff as to FERPA regulations
 - ii) educate staff as to what personally-identifiable information is
 - iii) Obtain written releases for any student information shared
 - iv) FERPA provides rights to both parents and student
 - v) transfer of rights at age 18
 - vi) educate staff as to the Electronic Privacy Information Centers rules regarding certain situations under which schools are legally allowed to disclose records without consent from either the parent or eligible student
 - vii) Implement Compliant Policies and Procedures
 - viii) obtain secure server
- c) School Health Program/School Nurse
No state policy currently exists.
- d) Safety Plan
FACS will follow TDE Guidelines for our Safety Plan
The Safety Plan will include School Security Assessments, emergency operations plans and drill logs. The Safety Rubric will include:

Staffing/Accountability and an Emergency Response Team

Plans that are based on the multi-hazard emergency management cycle which focuses on preparedness, response, and recovery.

Communication Plans are in place for before, during, and after a crisis

Physical procedures are in place for each type of potential emergency

Security Procedures: specific prevention processes for visitor screening lockdown are in place for mitigating potential threats.

e) School Maintenance

Everything will be included in the General Lease Cost for the building.

f) Additional Operations

N/A

g) ASD; N/A

2.10 Charter Management Organization

FACS will not be partnering with a CMO.

2.11 Waivers

FACS does not plan to apply for any Waivers at this time.

2.12 Network Vision, Growth Plan, & Capacity

This charter school will be a single entity and will not be part of a network of schools.

2.13 Network Management

This charter school will be a single entity and will not be part of a network of schools.

2.14 Network Governance

This charter school will be a single entity and will not be part of a network of schools.

2.15 Personnel/Human Capital – Network Wide Staffing Projections

This charter school will be a single entity and will not be part of a network of schools.

Attachment A

Foundations Autism Charter School
Proposed 2022-2023 Academic Year Calendar*
*subject to revision based on publish of Williamson County 2022-2023 Calendar

Days 1-18 of 180						
August 2022						
S	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
	Professional Development & Room Set-up					
7	8 first day of School for Students	9	10 one-on-one Curriculum Meetings	11	12	13
14	15	16	17 Early Release at 12:30 for Professional Development	18	19	20
21	22	23	24 one-on-one Curriculum Meetings	25	26	27
28	29	30	31 one-on-one Curriculum Meetings			

Days 19-40 of 180						
September 2022						
S	M	Tu	W	Th	F	Sa
				1	2	3
4	5 Labor Day Holiday	6	7 one-on-one Curriculum Meetings	8	9	10
11	12	13	14 Early Release at 12:30 for Professional Development	15	16	17
18	19	20	21 one-on-one Curriculum Meetings	22	23	24
25	26	27	28 one-on-one Curriculum Meetings	29	30	

Days 41-66 of 180						
October 2022						
S	M	Tu	W	Th	F	Sa
						1
2	3 Parent/Teacher Conferences	4 Parent/Teacher Conferences	5 one-on-one Curriculum Meetings	6	7	8
9	10 Columbus Day	11	12	13	14	15
	FALL BRICAC					
16	17	18	19 Early Release at 12:30 for Professional Development	20	21	22
23	24	25	26 one-on-one Curriculum Meetings	27	28	29
30	31 Halloween					

Days 67-77 of 180						
November 2022						
S	M	Tu	W	Th	F	Sa
		1	2 one-on-one Curriculum Meetings	3	4	5
6	7	8	9 one-on-one Curriculum Meetings	10	11 Veterans Day	12
13	14	15	16 Early Release at 12:30 for Professional Development	17	18	19
20	21	22	23 one-on-one Curriculum Meetings	24	25	26
27	28	29	30 one-on-one Curriculum Meetings	Thanksgiving Break		

Days 78-94 of 180						
December 2022						
S	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7 one-on-one Curriculum Meetings	8	9	10
11	12	13	14 Early Release at 12:30 for Professional Development	15	16	17
18	19	20	21 one-on-one Curriculum Meetings	22	23	24
25	26	27	28	29	30	31
Christmas Day	Winter Break					

Days 95-115 of 180						
January 2023						
S	M	Tu	W	Th	F	Sa
1 New Year's Day	2	3	4	5	6	7
8	9	10	11 one-on-one Curriculum Meetings	12	13	14
15	16 MLK Day	17	18 Early Release at 12:30 for Professional Development	19	20	21
22	23	24	25 one-on-one Curriculum Meetings	26	27	28
29	30	31				

Attachment B: Student Handbook

FACS required documentation for New or Current Student:

Certified Birth Certificate *not accepted: mother's copy of birth certificate

Tennessee Certificate of Immunization Record or Waiver

Proof of Residency

Option 1: Copy of Signed Lease Agreement (including renewed lease agreements) Option 2:
Signed Executed Settlement Statement

Option 3: Deed

Option 4: Mortgage Statement

Option 5: Signed Valid Non-Contingent Real Estate Sales Contract (applies if moving to school zone)

Utility Bill

Options1 • Options: Electric, Water, Gas, Sewer or connection letter

Not accepted: cell phone, telephone, cable, internet and satellite service bills

Date: must be for the last month prior to enrollment

Utility Bill 2 (cannot be the same as utility bill 1) • Options: Electric, Water, Gas, Sewer or connection letter

(Not accepted: cell phone, telephone, cable, internet and satellite service bills)

Date: must be for the last month prior to enrollment

Parent/Guardian Photo Identification

Options: Driver's License, Passport, Passport Card

Required for Kindergarten, 7th Grade or Students from outside the US:

Physical Exam

if Applicable: Parenting Plan or Domestic Relations Order

Enrollment Forms will be online.

FACS will adopt a WCS handbook, with WCS permission to promote consistency throughout the county.

BULLY POLICY

Definitions of harassment, intimidation and bullying:

1. Verbal harassment (threats)
2. Social Isolation (encouraging peers to not like, interact with student)
3. Non-verbal insults (mouthing, gestures)
4. Physical assault (any instance of physical contact made seeking negative interactions)
5. Property destruction or theft (any instance of destroying or taking another's belongings)

Process for the investigation by the appropriate school officials of suspected incidents of harassment, intimidation or bullying

FACS staff will fill out a bully report to be turned in to an administrator. A member of the Administrative Team will investigate the report including interviewing all parties involved to obtain statements, and Informing families involved within 24 hours of the report.

Consequences for students who have admitted or been found to have committed incidents of harassment, intimidation, or bullying include but are not limited to: time out of class (Alternative Learning Location), lunch/recess detention, additional staff supervision, peer mediation groups, and suspension, based on the level of offense.

Attachment C:

DISCIPLINARY POLICIES AND PROCEDURES

The Foundations Autism Charter School follows disciplinary policies and procedures as defined in the Individuals with Disabilities Education Act (IDEA). Students who attend FACS may not bring to school or have in their possession any item that may be classified as a weapon (examples: guns, knives, matches, lighters, etc.). A student who brings such items to FACS may be required to participate in daily searches of person or personal possessions thereafter to ensure the safety of the student and others. Possession of these items may be considered grounds for recommendation of suspension. Assaultive behavior by students (use of a weapon or object used as a weapon or battery against a staff person or another student) will not be tolerated at FACS. The parents, caregivers or guardians will be notified immediately in the event assaultive behavior occurs. A recommendation may be made for suspension, a Manifestation Determination meeting, or a review of placement.

SUSPENSION OF PROGRAMMING

A student's attendance at FACS may be suspended on the following basis:

1. Clinical necessity, i.e., a student demonstrates a psychiatric or medical instability or condition that compromises effective education. An intervention and/or alternative placement may be considered by an IEP team consisting of parents/guardians and school professionals.
2. Educational necessity, i.e., a student requires educational programs or services that currently cannot be provided satisfactorily in the FACS program. An alternative placement may be considered by parents/guardians and school professionals.

Administrative suspension of programming may occur based upon a decision by a Director. If this decision is made, then if needed an IEP meeting may be held. An administrative suspension may be effective immediately, or upon determination of need by administrative review, another course of action through clinical intervention, change of placement, or programmatic modification may be proposed.

ABA Behavioral Strategies and Crisis Prevention

FACS employs the principles of Applied Behavior Analysis (ABA) to minimize and extinguish maladaptive behaviors. ABA is used as a daily protocol to help students manage their behaviors in a positive and proactive way. If a student escalates into a crisis, becoming a danger to himself or others, Crisis Prevention Intervention (CPI) strategies are used. The CPI program's proven strategies give human service providers and educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care. These strategies include verbal de-escalation, therapeutic holds, calming rooms or seclusion. Foundations Autism Charter Schools only uses these strategies as a last resort and follows all restraint and seclusion reporting requirements per Tennessee Code § 49-10-13.

Attachment D: Enrollment Policy

FACS will enroll all eligible students in grades K-3 who submit a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building.

Student applications must be filed with FACS thirty (30) days prior to the first day of school. Applications will be time stamped when received. Slots will be filled and a wait list will start when all slots are filled. There will not be a lottery schedule at this time. Students enrolled will remain and will not have to apply yearly.

All students must have

- a) An IEP stating Autism as the primary disability
- b) Medical form with Autism Diagnosis completed by a Board Certified Doctor

FACS shall not limit admission based on ethnicity, national origin, gender, income level, or proficiency in the English language.

Student waitlist is determined by time stamped application. Students that withdraw will have to start the application process over again.

Attachment F1



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Filing Information

Name: **Autism Charter Schools of TN**

General Information

SOS Control #	001164201	Formation Locale: TENNESSEE
Filing Type:	Nonprofit Corporation - Domestic	Date Formed: 01/27/2021
	01/27/2021 3:35 PM	Fiscal Year Close: 12
Status:	Active	
Duration Term:	Perpetual	
Business Type:	School Organization - Exempt	
Public/Mutual Benefit:	Mutual	

Registered Agent Address
DANIEL BYRDSOONG
5000 BURTONWOOD WAY
SPRING HILL, TN 37174-6175

Principal Address
5000 BURTONWOOD WAY
SPRING HILL, TN 37174-6175

The following document(s) was/were filed in this office on the date(s) indicated below:

Date Filed	Filing Description	Image #
01/27/2021	Initial Filing	B0974-0324

Active Assumed Names (if any)	Date	Expires
--------------------------------------	-------------	----------------

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

This has been applied for with the IRS and will be presented at the time of contracting with the chartering authority per the LOI.

Attachment F3: By-laws

**BYLAWS
OF
FOUNDATION AUTISM CHARTER SCHOOL
Autism Charter Schools of Tennessee**

**ARTICLE I.
NAME**

The name of the Nonprofit Corporation that was duly formed and as an Tennessee nonprofit corporation is Tennessee Autism Charter Schools.

**ARTICLE II
MISSION AND EXEMPT STATUS**

The purpose of the Corporation is to create a school, public or private, with a focus on children with autism and to offer parents an educational option that is currently not available in the State of Tennessee and many other states. In addition, the Corporation is formed to perform any and all acts that a non-profit corporation duly formed in the State of Tennessee may do.

**ARTICLE III
NOT FOR PROFIT CORPORATION**

The Corporation is established as a not-for-profit corporation for any lawful purpose permitted under Tennessee laws. The Corporation initially intends to operate a public charter school ("the Charter School") in accordance with the laws of the State of Tennessee. The Corporation shall not

directly or indirectly perform any act or transact any business that will jeopardize its status as a not-for-profit corporation in the State of Tennessee or jeopardize any tax- exempt status of the Corporation provided under the not-for-profit corporation laws of the State of Tennessee. No part of the assets or net earnings of the Corporation, current or accumulated, shall inure to the benefit of any private individual except for any and all contracts that may be entered into with any individuals as provided and afforded by these Bylaws and appropriate resolutions of the Corporation's Board of Directors (the Board").

ARTICLE IV. **OFFICES**

The principal office of the Corporation shall be located in the County of Williamson, State of Tennessee. The Corporation may have such other offices, either within or without the State of Tennessee as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

The Corporation shall have and continuously maintain in the State of Tennessee a registered office, and a registered agent whose office is identical with such registered office, as required by the Non-Profit Corporation Act. The registered office may be, but need not be, identical with the principal office in the State of Tennessee, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE V. **MEMBERS**

The Corporation shall have no members, nor shall it have any power to create or issue shares of capital stock.

ARTICLE VI. BOARD **OF DIRECTORS**

Section 1. General Powers. The affairs of the Corporation shall be managed by its Board of Directors. Directors need not be residents of the State of Tennessee.

Section 2. Initial Board, The initial Board of Directors shall manage the affairs of the

Corporation by majority vote.

Section 3. Governing Board of Charter School. The Board of Directors of the Corporation shall serve as the governing board of the charter school established by the nonprofit corporation. The governing board shall operate, regulate, control and be fully responsible for the policy decisions of the charter school.

Section 4. Number, Tenure and Qualifications. The number of the Board of Directors/Governing Board members (the "Board") shall be three (3) initially. Each Director shall hold office until he or she resigns, is not re-elected, dies or otherwise vacates the office. Each Director must be able to obtain a fingerprint clearance card from the Department of Public Safety or pass a background check allowing him/her to serve on the Board.

Section 5. Regular Meetings. The regular meetings of the Board shall be held as determined by the Board Members. All Board meetings shall be conducted in compliance with the Tennessee Open Meeting Law.

Section 6. Special Meetings. Special meetings of the Board may be called by or at the request of the President or any four (2) Directors. The person or person authorized to call special meetings of the Board may fix any place as the place for holding any special meeting of the Board called by them. All Special Meetings of the Board shall be conducted in compliance with the Tennessee Open Meeting Law.

Section 7. Notice. Notice of all meetings shall comply with the requirements of the Tennessee Open Meeting Law. All notices of meetings shall provide for an Agenda setting out the items which will be discussed and which may have action thereon.

Notice of all meetings of the Board shall be given at least twenty-four (24) hours previously thereto by written notice delivered personally or sent by mail, email, or facsimile to each Board Member at his/her address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice is given by facsimile, such notice shall be deemed to be delivered when the facsimile is sent. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

Section 8. Quorum. A majority of the Board then sitting shall constitute a quorum for the transaction of business at any meeting of the Board; but if less than a majority of the Board are present at said meeting, a majority of the Board present may adjourn the meeting to another time.

Section 9. Manner of Acting. The act of a majority of the Board members present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these Bylaws. The conduct of the meetings and voting on any item shall be in compliance with the Tennessee Open Meeting Law.

Section 10. Vacancies. Any vacancies occurring in the Board or needed to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board.. A Director elected to fill a vacancy shall be appointed until he or she resigns, dies or otherwise vacates the office.

Section 11. Compensation. Directors as such shall not receive any stated salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefor.

Section 12. Conflicts of Interest.

(a) The Board may adopt a conflicts of interest policy ("Conflicts of Interest Policy") to be followed by the members of the Board, Officers of the Corporation, and all administration employees in executing their duties. If no formal conflict of interest policy is established by the board, the provisions of this section shall apply to all Board conduct.

(b) The Conflict of Interest Policy must provide for the disclosure of any duality of interest or possible conflict of interest on the part of any Board Member and such duality of interest or possible conflict must be made a part of the record of the Corporation when the interest becomes a matter requiring Board action.

(c) No Board Member having a duality of interest or possible conflict of interest for a particular issue shall vote or use his/her personal influence relating to such issue. The minutes of any meeting where a conflict is present must reflect:

- (i) That a disclosure of the conflict was made;
- (ii) That the Board Member with the conflict abstained from voting; and
- (iii) Any other relevant factors necessary.

(d) The Conflicts of Interest Policy shall be made available to all Board Members at the time of taking office.

ARTICLE VII.

OFFICERS

Section 1. Officers. The officers of the Corporation shall be a President, one or more Vice-Presidents (the number thereof to be determined by the Board of Directors), a Secretary, a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries, and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Section. 2 Election and Term of Office. The officers of the Corporation shall be elected annually by the Board of Directors/Governing Board at a regular scheduled meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

Section 3. Removal. Any officer elected or appointed by the Board may be removed by the Board whenever, in the judgment of the majority of the Board members, the best interests of the Corporation would be served thereby with or without cause, but such removal shall be without prejudice to the independent contract rights, if any, of the officer so removed.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. President. The President shall be the principal executive officer of the Corporation

and shall in general supervise and control all of the business and affairs of the Corporation. He shall preside at all meetings of the members and of the Board. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instrument which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws, or by statute to some other officer or agent of the Corporation; and, in general, he shall perform all duties incident to the office of a President and such other duties as may be prescribed by the Board from time to time.

Section 6. Vice-President. In the absence of the President, or in the event of his inability or refusal to act, the Vice-President (or in the event there be more than one Vice President, the Vice Presidents in the order of their election) shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. Any Vice-President shall perform such other duties as from time to time may be assigned to him by the President or the Board.

Section 7. Treasurer. If required by the Board, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board shall determine. He/she shall have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and deposit all such monies in the name of the Corporation in such banks, trust companies or other depositories and in general, perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the President or by the Board.

Section 8. Secretary. The Secretary shall keep the minutes of the meetings of the members and of the Board in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records, keep a register of the post-office address of each member which shall be furnished to the Secretary by such member; and, in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to her by the President or by the Board.

ARTICLE VIII. COMMITTEES

Section 1. Committees of Directors. The Board, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of one or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board in the management of the Corporation, except that no such

committee shall have the authority of the Board in reference to amending, altering or repealing by Bylaws; electing, appointing or removing any member of any such committee or any Director or officer of the Corporation; amending the articles of incorporation; restating articles of incorporation; adopting a plan of merger or adopting a plan of consolidation with another Corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Corporation; or amending, altering or repealing any resolution of the Board which by its terms provides that it shall not be amended, altered or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board, or any individual Director, of any responsibility imposed upon it or him by law.

Section 2. Other Committees. Other committees not having and exercising the authority of the Board in the management of the Corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Any member thereof may be removed by the Board in the same manner as appointments are made whenever, in their judgment, the best interests of the Corporation shall be served by such removal.

Section 3. Term of Office. Each member of a committee shall continue until the Board terminates or dissolves the Committee, or unless such member be removed from such committee.

Section 4. Chairman. One of the Board members sitting on the committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.

Section 5. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6. Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 7, Rules. Each committee may adopt rules for its own government not inconsistent with these Bylaws or with rules adopted by the Board of Directors. All meetings related to the policy decisions of the charter school must follow the Tennessee Open Meeting Law, if applicable.

ARTICLE IX.
CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, Etc. All checks, drafts or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instrument shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the President or a Vice President of the Corporation.

Section 3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 4. Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation so long as said gift does not affect the exempt status of the Corporation.

ARTICLE X.
BOOKS AND
RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its members, Board and committees having any of the authority of the Board, and shall keep at its registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the Corporation may be inspected by any member, or his agent or attorney, for any proper purpose at any reasonable time.

ARTICLE XI.
FISCAL YEAR

The fiscal year of the Corporation shall end on the last day of December in each year.

ARTICLE XIII

PROHIBITION AGAINST PRIVATE INUREMENT

Section 1 Net Earnings. No Director, Governing Board member, officer, employee of the Corporation, member of a committee of the Corporation, nor any other private individual shall receive at any time any of the net earnings or pecuniary profit of the Corporation. This preclusion does not affect reasonable compensation for services rendered; provided, however, that compensation shall not be paid if such payment would constitute an act of self-dealing or would result in the termination of the Corporation's tax exempt status under Section 501(c)(3) of the Code.

Section 2 - Dissolution. No Director, Governing Board member, officer, employee of the Corporation, member of a committee of the Corporation, nor any other private individual shall be entitled to share in the distribution of any of the corporate assets in the event of the Corporation's dissolution. All Board Members shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the Corporation's affairs, whether voluntary or involuntary, all of the Corporation's assets remaining after all debts have been satisfied shall be distributed exclusively to other tax-exempt corporations, as permitted by applicable law.

ARTICLE XIV INDEMNITY

Section 1. Any person made a party to any action, suit, or proceeding, by reason of the fact that he or she is or was a Director, Governing Board member, or officer of the Corporation, shall be indemnified by the Corporation against reasonable expenses, including such attorney's fees actually and necessarily incurred by them in connection with the defense of such action, suit, or proceeding, or in connection with any appeal therein. This indemnification shall not apply to matters as to which it shall be adjudged in such action, suit, or proceeding, or in connection with any appeal therein that such Director, Governing Board member, or officer is liable for gross negligence or willful misconduct in the performance of his/her duties the even that there is a finding of gross negligence or willful misconduct in the performance of duties, the Director, Governing Board member or Officer shall repay the Corporation for any amounts paid under this indemnification provision.

Section 2. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which any Director, Governing Board member, or officer may be entitled by insurance obtained by the Corporation or other assistance or by applicable law.

Section 3. The foregoing right of indemnification shall not apply in any circumstance where the indemnification would adversely affect the tax-exempt status of the Corporation, as determined by the Board, in its sole discretion after consultation with legal counsel or where an action is being brought by the Corporation against the individual.

ARTICLE XV. AMENDMENTS TO BYLAWS

These Bylaws may be amended or repealed and new bylaws may be adopted by a majority of the Directors at any regular meeting or at any special meeting, if at least two (2) days written notice is given of intention to alter, amend or repeal or to adopt new bylaws at such meeting.

No amendment may adversely affect the Corporation's purpose, amend the Articles of Incorporation or the by-laws relating to the Corporation's tax-exempt status under Section 501(c)(3) of the Code, amend the Articles of Incorporation or the by-laws to confer upon the Board benefits that would defeat or adversely affect the Corporation's tax-exempt status under Section 501(c)(3) of the Code, or amend Section 5.4 in an way to defeat or adversely affect the Corporation's tax-exempt status.

Attachment F4 Code of Conduct

It is the intent of the Board to promote mutual respect, civility and orderly conduct among district employees, parents and the general public. This policy provides rules of conduct that both permit and encourage participation in school activities and communication between parents, community members and school district personnel. This policy also identifies those behaviors that are considered inappropriate and disruptive to the operation of a school or other school district facility. It is not the intent of the Board to deprive any person of his or her right to freedom of expression.

EXPECTATIONS

Students, faculty, staff, parents, guardians and all other members of the community shall:

1. Treat one another with courtesy and respect at all times.
2. Take responsibility for one's actions.
3. Be cooperative, to the greatest extent possible, toward one another and in solving problems based on what is in the best interest of students.
4. Refrain from behavior that threatens or attempts to disrupt school or school district operations; physically harms someone; intentionally causes damage; employs loud or offensive language, gestures, or profanity; or inappropriately shows a display of temper.

RESPONSE TO UNCIVIL BEHAVIOR

The Board does not condone a lack of civility by anyone, and recognizes the following appropriate administrative avenues for aggrieved parties to seek action or redress.

1. A student who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the appropriate building level administrator.
2. A parent, guardian or community member who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the staff member's immediate supervisor or the student's appropriate building level administrator.
3. An employee who believes that he or she has not been treated in a manner reflective of the Code of Civility should address the concern through the appropriate supervisory chain. If personal harm is threatened, the employee shall notify their supervisor and may also contact law enforcement. If a communication such as voice mail or e-mail or any type of written communication is demeaning, abusive, threatening or obscene the employee is not obligated to respond.
4. Any visitor on school district property who has breached this Civility Code may be directed to leave the premises by an administrator or security officer. If such a person does not immediately and willingly leave, law enforcement may be called.

Attachment F5 Conflict of Interest Policy

(a) The Board may adopt a conflicts of interest policy ("Conflicts of Interest Policy") to be followed by the members of the Board, Officers of the Corporation, and all administration employees in executing their duties. If no formal conflict of interest policy is established by the board, the provisions of this section shall apply to all Board conduct.

(b) The Conflict of Interest Policy must provide for the disclosure of any duality of interest or possible conflict of interest on the part of any Board Member and such duality of interest or possible conflict must be made a part of the record of the Corporation when the interest becomes a matter requiring Board action.

(c) No Board Member having a duality of interest or possible conflict of interest for a particular issue shall vote or use his/her personal influence relating to such issue. The minutes of any meeting where a conflict is present must reflect:

- (i) That a disclosure of the conflict was made;
- (ii) That the Board Member with the conflict abstained from voting; and
- (iii) Any other relevant factors necessary.

(d) In the event no formal Board Conflicts of Interest Policy is adopted, the provisions contained herein in addition to all statutory provisions found in the Tennessee Revised Statutes for nonprofit corporations shall constitute the Conflicts of Interest Policy of the Corporation.

(e) The Conflicts of Interest Policy shall be made available to all Board Members at the time of taking office.

Attachment F6 Leader Resume

Daniel Byrdsong

Professional Experience

Autism in Motion Clinics, Nashville, TN
Multistate ABA therapy clinics.

Dec 2018 to Sept 2020

Chief Financial Officer

- 1st corporate team member hired, established framework for multiple locations growing from one location to 12.
- Site selection for new locations, lease negotiations, renovation planning/scheduling, supply estimate and procurement.
- Established new state insurance credentialing and state Medicaid requirements for 3 different expansion states.
- Managed two software changes for the financial side of the company.
- Streamline multiple third-party software vendors used with the claims system into one vendor for better functionality
- Insured steady cash flow by monitoring key financial ratios
- Established KPIs for each department and held weekly department manager meetings to monitor performance.
- Quantify in detail the various categories and reasons for aging receivables.
- Work with operations management in a collaborative manner to improving overall revenue cycle performance at the facilities.

Accurate Healthcare, Nashville, TN

Feb 2017 to Nov 2018

Multistate healthcare DME company and medical part B billing.

Chief Operating Officer

- Responsible for entire company operations including distribution, purchasing, accounting, sales, reporting to the president and owner of the company.
- Led the company through a successful ACHC accreditation.
- Researched and negotiated with new supplier lowering our costs by 9%.
- Oversaw the expansion of 2 new locations in Wisconsin and one in North Carolina.
- Reduce overtime and delivery time by using site selections to locate new warehouses in Ohio and Alabama.
- Increased cashflow by reducing inventory levels by establishing par levels, reducing inventory turnover rate, and reducing AP by 40%.
- Established KPIs for each department and held weekly department manager meetings to monitor performance.
- Created incentive program for each department to help declining employee motivation.
- Improved efficiency of deliveries by implementing logistics software and satisfying new federal EDL requirements.

MRS. GRISSOM'S SALADS INC., Nashville, TN

2012 to 2017

Food manufacturing and multi-regional direct store distribution company with \$85 million in annual revenue and over 175 employees.

Controller

- Senior Financial executive responsible for all financial matters reporting to the CEO.
- Led 14 associates including the accounting team, HR team, and distribution warehouse team.
- Completed month end closing processes including but not limited to preparing financial statements, gross profit by sector, and detailed expense reports.
- Communicated with other departments to coordinate the accurate and timely completion of reports.
- Monitor AP to insure on time payments and monitor selections of payables weekly.
- Established and maintained controls allowing the discovery of employee embezzlement
- Coordinated external audit and tax communications including filing all required federal, state, and local licenses and tax requirements.
- Researched and negotiated new ERP software and led the implementation of the ERP system.

- Researched and negotiated the conversion to ADP Total Source and led the conversion.
- Uncovered over \$250,000 in AR that was mislabeled as received in legacy software system.
- Established benchmarks in which to measure the performance of company operations.

HARDISON, ENGLERT, RADER & CO., Nashville, TN

2008-2012

Regional accounting firm with specializations in healthcare, entertainment, and manufacturing industries.

Audit Manager, 2010-2012

- Coordinated and managed all audit, review, and compilations for the firm.
- Developing recommendations and reports based on audit and presenting those ideas to clients.
- Supervise, coach, and develop team members of the staff.
- Review work of audit team to ensure compliance with GAAP in preparation of financial statements and audit engagements.
- Assisted in the preparation of corporate and other tax returns.
- Led the peer review process by the AICPA and prepared all files for review.

Staff Auditor, 2008-2010

- Managed several audits from start to finish.
- Created a more organized and efficient way to perform, store, and review audit files that is still used today.
- Improve efficiency to increase billable hour's year over year.

EDUCATION

Vanderbilt University Owen Graduate School of Management, Nashville, TN

Master of Business Administration, 2017

Capstone Strategy Project: Developed medical app working model and company business plan for a TN State Senator including: revenue models, customer base, projected market share, forecasted financial statements, and operational plan

Innovation Project: Assisted PhD student in patenting biomedical technology and building a business plan to start a company based on patent. Selected to participate in the 8th Annual Hult Prize Regional Final in London for 1 million startup funding.

Activities: International Residency in Ho Chi Minh City, Vietnam and Singapore
Leadership Development Program

Lipscomb University, Nashville, TN

Bachelors in Accounting , 2008

Bachelors in Finance and Economics, 2007

Attachment F6 Leader Resume

Sheri R. Homishak, O.D., BCBA

Education

Bachelor of Science in Biology, August 1989
Harding University, Searcy, AR
Cum Laude

Doctor of Optometry, May 1993
Northeastern State University College of Optometry, Tahlequah, OK
Summa Cum Laude

Post-baccalaureate course in Applied Behavior Analysis, July 2008
Florida Institute of Technology, Melbourne, FL

Work Experience

Autism Program Specialist (October 2019 – present)

University of Arkansas, College of Education & Health Professions, Arkansas, Statewide

- Provide quality assurance for clients receiving ABA services in the home environment within the Arkansas Autism Waiver Program
- Conduct program evaluations specific to individualized programming plans
- Provide technical and clinical support to Behavior Analysts/Program Consultants and their teams throughout the state

Co-Founder & Chief Clinical Officer (October 2017 – October 2019)

Autism in Motion Clinics, multi state ABA clinical locations

- Collaborated with key administrative personnel to develop and execute clinical and general company policies, protocols, and procedures
- Instrumental participant in the physical design and setup of new clinic spaces
- Developed and assisted with the implementation of on-boarding training for all clinical staff members, including BCBA's and behavior technicians
- Provided ongoing clinical oversight and support to BCBA staff across multiple center locations
- Created report templates and a variety of assessment analysis forms to assist BCBA staff in providing efficient and high quality intake and treatment planning services
- Conducted quality assurance reviews and provided guidance specific to the skill-acquisition and behavior-reduction programming created by BCBA staff in order to monitor for best practices and maintain superior standard of care for clients
- Facilitated collaboration and positive written and verbal communications between BCBA staff and third-party payers in order to maintain continuity of care for clients
- Provided supervision and mentorship for BCBA and BCaBA candidates
- Delivered Behavioral Safety Training courses as a QBS Certified Safety-Care Trainer across multiple clinic locations
- Participated as needed in recruitment, determining caseload assignments, and conducting performance reviews of BCBA and other staff
- Developed proficiency in technological support platforms such as Central Reach, Catalyst, & Bamboo

Behavior Consultant & Autism Program Manager (April 2017 – September 2018)

Temple Memorial Rehabilitation Center, Texarkana, TX

- Administered & interpreted the ABLLS-R and VB-MAPP assessments
- Designed, implemented, and monitored individualized curriculums based upon the ABLLS-R and VB-MAPP within a clinical setting
- Conducted functional assessments of problem behavior and developed behavior intervention plans
- Monitored progress via a combination of telehealth and on-site supervisions, and updated curricula as needed
- Supervised and trained clinical staff in Verbal Behavior and ABA techniques
- Provided training to parents on behavioral strategies and implementing ABA teaching methods in the home
- Provided supervision and mentorship to Registered Behavior Technician staff

Behavior Analyst/Program Consultant (March 2013 – March 2019)

Arkansas Autism Waiver Program, Central Arkansas Region

- Administered & interpreted the ABLLS-R and VB-MAPP assessments
- Designed, implemented, and monitored individualized curriculums based upon the ABLLS-R and VB-MAPP within a home setting
- Conducted functional assessments of problem behavior and developed behavior intervention plans
- Monitored progress and updated curricula as needed
- Supervised and trained parents and in-home staff in Verbal Behavior and ABA techniques

Behavior Consultant (April 2011 – October 2017)

First Step, Inc., Hot Springs, AR & Malvern, AR

- Designed and supervised implementation of pilot ABA program within this developmental treatment center setting, including both classroom-based services and individual resource style services
- Administered & interpreted the ABLLS-R and VB-MAPP assessments
- Designed, implemented, and monitored individualized curriculums based upon the ABLLS-R and VB-MAPP within a developmental preschool setting
- Developed and updated IPP and IFSP goals based on assessment tools
- Conducted functional assessments of problem behavior and developed behavior intervention plans
- Monitored progress and updated curricula as needed
- Supervised and trained preschool staff and parents in Verbal Behavior and ABA techniques
- Provided supervision and mentorship for BCBA candidates
- Provided training and in-service to staff on behavioral strategies and implementing ABA teaching methods in the classroom
- Provided consultation services for school districts including provision of functional assessments of challenging behavior and the creation and implementation of behavior support plans

Senior Therapist (October 2007- March 2011)

Early Autism Project, Inc., South Carolina & Georgia

- Administered & interpreted the Assessment of Basic Language and Learning Skills, ABLLS-R

- Designed, implemented, and monitored individualized curriculums based upon the ABLLS-R for children ranging in age from 18 months to 21 years old across a variety of settings including home-based, clinic-based, and school-based settings
- Conducted functional assessments of problem behavior and developed behavior intervention plans
- Supervised and trained in-home staff, school staff, and parents in Verbal Behavior and ABA techniques
- Monitored progress and updated curricula as needed
- Created and submitted quarterly progress reports to insurance providers

Lead Therapist (October 2006- October 2007), Bluffton, SC

Lead Therapist (May 2001- May 2004), Hot Springs, AR

Line Therapist (January 2000-May 2001), Hot Springs, AR

Private Practice, Applied Behavior Analysis

- Provided one on one instruction to children with autism
- Trained line therapists and parents in teaching procedures
- Shadowed students in inclusive placements
- Implemented behavior plans as directed by consultant
- Lead team meetings
- Developed ABA goals based on the ABLLS
- Responsible for taking data and graphing and reporting results weekly
- Maintained skills tracking sheets and stimuli needed for programs
- Supervised and facilitated peer interactions between children with autism and peers

Private Practice, Doctor of Optometry (August 1993 – August 2007)

Texas, Arkansas, & South Carolina

Certifications & Licenses

Board Certified Behavior Analyst

Behavior Analyst Certification Board, August 2008

Licensed Behavior Analyst, state of Texas, since 2018

Licensed Behavior Analyst, state of Oklahoma, since 2019

Associations

Arkansas Association for Applied Behavior Analysis

References

References available upon request

Attachment F6 Leader Resume

Cathy Johnson

1416 Carmack Lane, Spring Hill, TN 37174 | 615-319-4802 | cathyj@wcs.edu

Professional Summary

Confident and capable Special Education Teacher with 33 years of teaching experience in general, resource, and inclusion environments covering a diverse group of students.

TN Teaching certifications

002 K-3

101 Elementary 1-8

Middle School Math

105 Special Education

B.S.E. | May 1979 | Arkansas State University

• Major: Elementary Education

M.S.E. | May 1980 | Arkansas state university

• Major: Special Education

Skills & Qualities

- Interpersonal Skills
- Organized
- Responsible
- Self-motivated

Experience

Student support services teacher | Williamson County schools | august 2003-present

• Special Education Teacher: 9-12

Special education teacher | BRANSON R-4 SCHOOL DISTRICT | august 1997-may 2003

- Special Education Teacher: K-3

General/Special education teacher | Marion SCHOOL DISTRICT, marion, AR | august 1988-may 1997

- Special Education Teacher: K, 2-5, 7-8
- General Education Teacher: Pre-first, Kindergarten

Special education teacher | Clayton County Schools, Jonesboro, GA | august 1981- November 1983

- Special Education Teacher: K-6

Special education teacher | Neelyville school district, neelyville, mo | january 1981-may 1981

- Special Education Teacher: K-6

Special education teacher | ft. smith special school district | august 1980-december 1980

- Special Education Teacher: K-6

Attachment F7 Board policies - Meetings

The Board will transact all business at official meetings that may be either regular or special.

Every meeting of the Board, except with the attorney to discuss pending or threatened litigation and to discuss collective bargaining matters, will be open to the public.

1 Open meetings will be physically accessible to all students, employees and interested citizens.

2 REGULAR MEETINGS

Regular meetings of the Board shall be held monthly. The Board will approve an annual calendar of meetings each June.

SPECIAL MEETINGS

The Board shall hold such special meetings as necessary to transact the business of the Board. Such meetings shall be called by the Chair whenever, in his or her judgment, the interests of the schools require it or when requested to do so by a majority of the Board.

3 NON-VOTING MEETINGS

The Board may hold non-voting meetings (e.g. work sessions and mid-month work-shops) routinely and

as necessary.

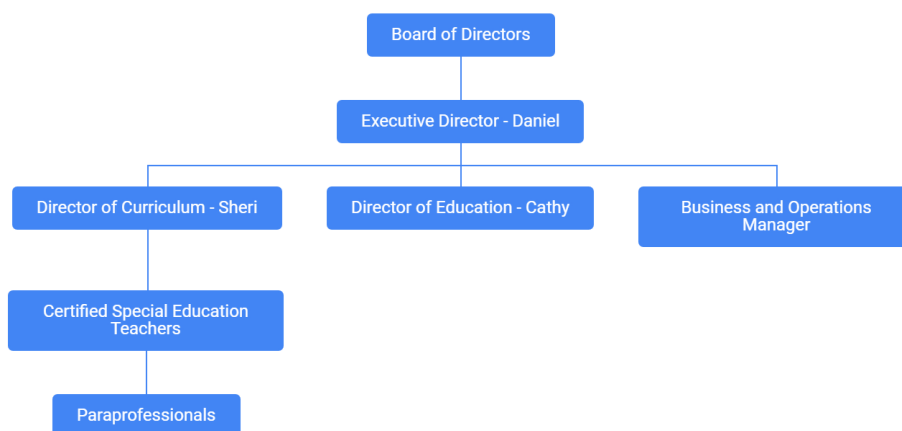
ELECTRONIC PARTICIPATION IN BOARD MEETINGS

Board Members may participate in scheduled board meetings by electronic means if the member is out of the county for the member's work, a family emergency or due to the member's military service. To participate electronically the member must be visually identified by the chairman at the beginning of the meeting.

The following constraints apply to electronic participation in Board meetings:

- (1) No board meeting shall be conducted with electronic participation unless a quorum of members is physically present at the location of the meeting.
- (2) A board member wishing to participate in a scheduled board meeting electronically who is or will be out of the county because of work shall give at least five (5) days notice prior to the scheduled board meeting of the member's intention to participate electronically.
- (3) No board member shall participate electronically in board meetings more than two (2) times per year; except, that this limitation shall not apply to a board member who is out of the county due to military service.

Attachment G



Attachment I: Employee Manual/Personnel Policies

FACS will adopt the WCS employee manual and personnel policies, with WCS permission to promote consistency throughout the county.

ATTACHMENT J-1: Insurance Summary

FACS has reviewed the required amounts of insurance that will be needed for a Charter School. The details are listed below:

- \$1,000,000 policies - Commercial Package Policy
 - (includes Property coverage, as well as General, Professional, and Abuse Liability)
 - the umbrella does sit over the General Liability to essentially make that a \$2MM limit.
- \$2MM limit - Umbrella Liability
- Workers Compensation - workers compensation doesn't really have a 'limit', but is statutory in that it pays medical costs for injured employees with no real limit. There is an Employers Liability portion to that policy that has a \$1MM limit, but the 2MM umbrella will sit over that as well.
- \$1,000,000 policies Cyber Liability

Attachment N

Excel budget spreadsheet sent electronically.

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;

The proposed budget will allow us to serve our students with excess funds available if needed for additional resources.

- (b) An explanation of student enrollment and BEP projections;

The proposed enrollment is based on 30 student per grade with the highest grade moving up in the program. We will then recruit a new kindergarten class. The BEP projections are based on similar schools to estimate the funds that we should receive for each student. There is also LEA funding that we can apply for that is for high-cost special needs students. Since this amount is unknown it is not in the projected calculations.

- (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.;

The BEP funding is an estimate that is used by other schools in the state to derive a per pupil funding amount. This amount comes from the BEP bluebook that can be found on the TN.gov website. We will utilize private funding from New Venture School funds for year 0 when we have no students or revenue. This grant is specifically for founders to utilize in the startup phase and the amount is for \$215,000. In year 1 we anticipate a Walton Foundations Grant for \$325,000 for new schools to help cover cost in the 1st year. There is also a \$80,000 building grant from Building excellent schools that we anticipate to offset lease cost for the first year.

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

- Compensation, including:
 - Salary table and number of staff by position
 - Executive director \$70,000
 - Director of Education \$70,000
 - Director of Curriculum \$70,000
 - Special Education Teachers \$45,000 above the entry level for Williamson County School teachers
 - Teachers' Aides \$26,000 above the entry level for Williamson County Schools.
 - Language and OT \$45,000 above the entry level for Williamson County Schools
 - Yearly pay increases
 - Pension contribution and other benefits
- Line items for each major expense and delineation of assumptions, including:
 - Instructional materials and supplies – This number is based on a similar school and the actual amount spent.
 - School equipment and furniture This number is based on a similar school and the actual amount spent.
 - Technology for student and teacher use – Based on \$250 per chromebook for students for similar issued chromebooks for Williamson County students. \$500 laptop for teacher laptop
 - Professional development - \$250 per staff member
 - Contracted services at school (audit, I/T, etc.)- \$2,050 for school IT support
 - Rent, utilities and other facility expenses - \$120,000 for annual lease with cost sharing other expenses
 - Office supplies and equipment - This number is based on a similar school and the actual amount spent.
 - Marketing costs- This number is based on a similar school and the actual amount spent.

(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;

We will separate duties accordingly to GAPP accounting standards between the Executive Director, Business and Operations Manager, and Third party auditors.

(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;

We have engaged Bryan Todd and Associates to perform any required audits.

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

The Executive Director will provide oversight for the schools finances. The business office manager will provide day to day duties in finance allowing a separation of duties. Any major purchases will be in the approved budget that is review by the governing board.

(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;

At this time we do not plan to use outside services.

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

The Executive Director has an Accounting undergraduate degree and a Finance undergraduate degree along with a MBA from Vanderbilt University. He has served as a controller and CFO for multi million dollar companies.

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

We will constantly be apply for non profit funding and grants. We anticipate receive additional funding from non profit charities do to the unique Autism focus of our school. There are several other non profits that fund charter schools that we have not engaged for funding but will once we receive the charter approval.

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

Through our partnership with New Venture School funds there is an oppourtuniuty to receive year 1 to year 3 funding to help in start ups in cashflow short falls. This will be something that we will continue to pursue along with additional grant and funding opportunities from the autism and non profit charter school funders.

(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.

All of our students are high needs with disabilities and have been accounting for in this budget.



New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-5 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 5 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

- Input financial information into light yellow cells
- Input assumption information or notes into light green cells
- Provides additional information or instruction for specific tab or section of tab
- Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with



Template Version 02222017

**Foundations Autism Charter School
New Charter School Application Budget Template
Proposed School Information**



Proposed School Name	Foundations Autism Charter School
Lead Sponsor Name	Daniel Byrdsong
Lead Sponsor E-mail Address	ByrdsongDL@gmail.com
Lead Sponsor Phone Number	615-516-4758
CMO/EMO Affiliation	

Proposed Authorizer	Williamson County Schools
Proposed Opening Grade Level(s)	K-3rd
Proposed Final Grade Level(s)	K-12
Proposed First Year of Operations	2022-23

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	120	150	180	210	240

Note: These cells auto-populate after completing Tab 2.

**Foundations Autism Charter School
New Charter School Application Budget Template
Student Assumptions**

Enrollment Assumptions					
	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	30	30	30	30	30
1st Grade	30	30	30	30	30
2nd Grade	30	30	30	30	30
3rd Grade	30	30	30	30	30
4th Grade	0	30	30	30	30
5th Grade	0	0	30	30	30
6th Grade	0	0	0	30	30
7th Grade	0	0	0	0	30
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment (excluding Pre-Kindergarten)	120	150	180	210	240
Change in Net Enrollment	120	30	30	30	30

**Foundations Autism Charter School
New Charter School Application Budget Template
Student Assumptions**

	# of Classes By Grade				
	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	2	2	2	2	2
1st Grade	2	2	2	2	2
2nd Grade	2	2	2	2	2
3rd Grade	2	2	2	2	2
4th Grade	0	2	2	2	2
5th Grade	0	0	2	2	2
6th Grade	0	0	0	2	2
7th Grade	0	0	0	0	2
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total # of Classes	8	10	12	14	16
Change in Net # of Classes	8	2	2	2	2

**Foundations Autism Charter School
New Charter School Application Budget Template
Student Assumptions**

**Other Key Assumptions
Enter Estimated Percentages**

SPED %

SPED Count

100%	100%	100%	100%	100%
120	150	180	210	240

ELL %

ELL Count

2%	2%	2%	2%	2%
2	3	4	4	5

Anticipated Paid %

Anticipated Reduced %

Anticipated Free %

Anticipated Paid Count

Anticipated Reduced Count

Anticipated Free Count

Total Free and Reduced Count

95%	95%	95%	95%	95%
5%	5%	5%	5%	5%
0%	0%	0%	0%	0%
114	142	171	199	228
6	8	9	11	12
0	0	0	0	0
6	8	9	11	12

School Days

Attendance Rate

180	180	180	180	180
95%	0%	0%	0%	0%

**Foundations Autism Charter School
New Charter School Application Budget Template
Pre-Opening Budget**

Revenue Assumptions

		Year 0 2021-22	
Federal Revenues	Rate/Assumption	Amount	Assumption Notes
CSP Startup Grant		-	
Fundraising & Philanthropy			Detail any private funding sources
Other		\$215,000	New Venture School Fund for Year 0 funding
Other		\$10,000	Daniel Byrdsong initial cash deposit
Other		\$0	
Other		\$0	
Other		\$0	
Total Revenues		225,000	

Additional Space to Provide Fundraising Details

Compensation Assumptions

		Year 0 2021-22	
Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	0.00	\$55,000	
Assistant Principal	0.00	\$0	
Special Education Coordinator	0.00	\$55,000	
Deans, Directors	0.00	\$55,000	
Other (Specify in Assumptions)	0.00	\$0	
Total Administrative Compensation	0.00	165,000	
Instructional Staff			
Teachers	0.00	\$0	
Special Education Teachers	0.00	\$0	
Educational Assistants/Aides	0.00	\$0	
Elective Teachers	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Instructional Compensation	0.00	-	
Non-Instructional Staff			
Clerical Staff	0.00	\$0	
Custodial Staff	0.00	\$0	
Operations	0.00	\$0	
Social Workers/Counseling	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Non-Instructional Compensation	0.00	-	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Total FTE Count	0.00		
Total Compensation		165,000	

Employer Benefits & Tax Assumptions

Year 0 2021-22

**Foundations Autism Charter School
New Charter School Application Budget Template
Pre-Opening Budget**

	Base Assumption		Assumption Notes
Social Security	6.20%	\$10,230	
Medicare	1.45%	\$2,393	
State Unemployment	1.50%	\$2,475	
Disability/Life Insurance	0.00%	\$0	
Workers Compensation Insurance	0.35%	\$578	
Other Fringe Benefits	0.00%	\$0	
Medical Insurance	\$400	\$1,200	
Dental Insurance	\$0	\$0	
Vision Insurance	\$0	\$0	
Other Retirement	2.00%	\$3,300	

Total Employer Benefits & Taxes **20,175**

Operating Expenses

Year 0
2021-22

Contracted Services

			Assumption Notes
Professional Development	\$0	\$0	
Financial Services	\$0	\$0	no 3rd party financial services will be required other than an independent audit addressed below
Audit Services	\$0	\$0	Donated by Bryan Todd and Associates for initial year 0 filings
Legal Fees	\$0	\$0	
Copier Lease and Usage	\$0	\$100	cost share with existing coping lease in proposed building
Internet and Phone Service	\$0	\$2,000	
Cell Phone Service	\$0	\$0	
Payroll Services	\$0	\$1,200	ADP payroll services
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$75	
Contracted SPED Services	\$0	\$0	
Insurance	\$0	\$1,250	lower insurance costs before full staff and students
Postal Charges	\$0	\$100	
Bank Charges	\$0	\$0	

Supplies & Materials

Textbooks and Instructional Supplies	\$0	\$0	
Education Software	\$0	\$0	
Student Supplies	\$0	\$0	
Faculty Supplies	\$0	\$0	
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$0	
Student Laptops	\$0	\$0	
Faculty Laptops	\$0	\$2,000	
Office Supplies	\$0	\$1,000	
Printing Paper	\$0	\$200	
Marketing Materials	\$0	\$4,000	
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

Facility Related Expenses

Rent	\$0	\$0	Rent will be deferred until after the start date
Utilities	\$0	\$0	Lease cost share will be deferred until after start date
Custodial	\$0	\$0	Lease cost share will be deferred until after start date
Waste	\$0	\$0	Lease cost share will be deferred until after start date
Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Internet/Network Equipment	\$0	\$400	
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Foundations Autism Charter School
New Charter School Application Budget Template
Pre-Opening Budget

Other Charges

Staff Recruitment	\$0	\$0	
Student Recruitment & Community Engagement	\$0	\$0	
Parent & Staff Meetings	\$0	\$0	
Authorizer Fee	\$0	\$0	
Other	\$0	\$0	

Debt Service

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Total Operating Expenses

12,325

Total Expenses

197,500

Foundations Autism Charter School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary														
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	10,000	10,000	(6,458)	(22,917)	(39,375)	(55,833)	(72,292)	(88,750)	(105,208)	(121,667)	(138,125)	(154,583)	(171,042)	
Revenues														
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	225,000	-	-	-	-	-	-	-	-	-	-	-	-	225,000
Total Revenues	225,000	-	-	-	-	-	-	-	-	-	-	-	-	225,000
Expenses														
Staffing	165,000	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	165,000	-
Employer Benefits & Taxes	20,175	1,681	1,681	1,681	1,681	1,681	1,681	1,681	1,681	1,681	1,681	1,681	20,175	-
Contracted Services	4,725	394	394	394	394	394	394	394	394	394	394	394	4,725	-
Supplies & Materials	7,200	600	600	600	600	600	600	600	600	600	600	600	7,200	-
Facility-Related Expenses	400	33	33	33	33	33	33	33	33	33	33	33	400	-
Other Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	197,500	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	197,500	-
Operating Income (Loss)	27,500	(16,458)	(16,458)	(16,458)	(16,458)	(16,458)	(16,458)	(16,458)	(16,458)	(16,458)	(16,458)	(16,458)	(197,500)	225,000
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	(6,458)	(22,917)	(39,375)	(55,833)	(72,292)	(88,750)	(105,208)	(121,667)	(138,125)	(154,583)	(171,042)	(187,500)		

Foundations Autism Charter School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Details of Cash Flow

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Revenues

Revenues

Assumption Notes

Federal Revenues

CSP Startup Grant

-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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Fundraising & Philanthropy

Other

215,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	215,000	-
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Other

10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	10,000	-
--------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	---	--------	---

Other

-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	---	---	---

Other

-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	---	---	---

Other

-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	---	---	---

Total Revenues

225,000	-	-	-	-	-	-	-	-	-	-	-	-	-	225,000	-
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Foundations Autism Charter School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Compensation															
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Compensation															
Principal/School Leader	55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	55,000	-	Assumption Notes
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Special Education Coordinator	55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	55,000	-	
Deans, Directors	55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	55,000	-	
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Administrative	165,000	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	165,000	-	
Instructional Staff															
Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Instructional Staff															
Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Non-Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bonus	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Compensation	165,000	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	165,000	-	
Employer Benefits & Taxes															
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Employer Benefits & Taxes															
Social Security	10,230	\$853	\$853	\$853	\$853	\$853	\$853	\$853	\$853	\$853	\$853	\$853	10,230	-	Assumption Notes
Medicare	2,393	\$199	\$199	\$199	\$199	\$199	\$199	\$199	\$199	\$199	\$199	\$199	2,393	-	
State Unemployment	2,475	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	2,475	-	
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Workers Compensation Insurance	578	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	578	-	
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Medical Insurance	1,200	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	1,200	-	
Dental Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Vision Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Retirement	3,300	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	3,300	-	
Total Employer Benefits & Taxes	20,175	1,681	1,681	1,681	1,681	1,681	1,681	1,681	1,681	1,681	1,681	1,681	20,175	-	

Foundations Autism Charter School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Operating Expenses														
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Contracted Services														
Professional Development	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Professional Development
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Financial Services
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Audit Services
Legal Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Legal Fees
Copier Lease and Usage	100	\$8	\$8	\$8	\$8	\$8	\$8	\$8	\$8	\$8	\$8	\$8	100	- Copier Lease and Usage
Internet and Phone Service	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	- Internet and Phone Service
Cell Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Cell Phone Service
Payroll Services	1,200	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	1,200	- Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Transportation
IT Services	75	\$6	\$6	\$6	\$6	\$6	\$6	\$6	\$6	\$6	\$6	\$6	75	- IT Services
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Contracted SPED Services
Insurance	1,250	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	1,250	- Insurance
Postal Charges	100	\$8	\$8	\$8	\$8	\$8	\$8	\$8	\$8	\$8	\$8	\$8	100	- Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Bank Charges
Supplies & Materials														
Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Textbooks and Instructional Supplies
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Education Software
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Student Supplies
Faculty Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Library Books
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Testing & Evaluation
Student Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Student Laptops
Faculty Laptops	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	- Faculty Laptops
Office Supplies	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	- Office Supplies
Printing Paper	200	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	200	- Printing Paper
Marketing Materials	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	- Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Student Uniforms
Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Health Supplies

Foundations Autism Charter School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Facility Related Expenses

Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Rent
Utilities	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Utilities
Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Custodial
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Internet/Network Equipment	400	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	400	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

Other Charges

Staff Recruitment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Recruitment
Student Recruitment & Community	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Parent Meetings
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Meetings
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

Debt Service

Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Operating Expenses	12,325	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	12,325	-	
Total Expenses	197,500	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	197,500	-	

**Foundations Autism Charter School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2022-23	2023-24	2024-25	2025-26	2026-27
Enrollment	120	150	180	210	240
# of Classes	8	10	12	14	16
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00
Deans, Directors	2.00	2.00	2.00	2.00	2.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	3.00	3.00	3.00	3.00	3.00
Instructional Staff					
Teachers	0.00	0.00	0.00	0.00	0.00
Special Education Teachers	8.00	10.00	12.00	14.00	16.00
Educational Assistants/Aides	16.00	20.00	24.00	28.00	32.00
Elective Teachers	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	2.00	2.00	2.00	2.00	2.00
Total Instructional FTE	26.00	32.00	38.00	44.00	50.00
Non-Instructional Staff					
Clerical Staff	1.00	1.00	1.00	1.00	1.00
Custodial Staff	0.50	0.50	0.50	0.50	0.50
Operations	0.00	0.00	0.00	0.00	0.00
Social Workers/Counseling	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Non-Instructional FTE	1.50	1.50	1.50	1.50	1.50
Total FTE	30.50	36.50	42.50	48.50	54.50

**Foundations Autism Charter School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Compensation Assumptions

		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	
Annual Increase		3.00%	3.00%	3.00%	3.00%	3.00%	
Cumulative Increase		103.00%	106.09%	109.27%	112.55%	115.93%	
Administrative Staff	Base Assumption						Assumption Notes
Principal/School Leader	\$70,000	72,100	74,263	76,491	78,786	81,149	
Assistant Principal	\$0	-	-	-	-	-	
Special Education Coordinator	\$0	-	-	-	-	-	
Deans, Directors	\$70,000	144,200	148,526	152,982	157,571	162,298	Director of Education, Director of Curriculum
Other (Specify in Assumptions)	\$0	-	-	-	-	-	
Total Administrative Compensation		216,300	222,789	229,473	236,357	243,448	
Instructional Staff							
Teachers	\$0	-	-	-	-	-	
Special Education Teachers	\$45,000	370,800	477,405	590,073	709,071	834,677	
Educational Assistants/Aides	\$26,000	428,480	551,668	681,862	819,370	964,516	
Elective Teachers	\$0	-	-	-	-	-	
Other (Specify in Assumptions)	\$45,000	92,700	95,481	98,345	101,296	104,335	SPL and OT
Total Instructional Compensation		891,980	1,124,554	1,370,280	1,629,737	1,903,528	
Non-Instructional Staff							
Clerical Staff	\$50,000	51,500	53,045	54,636	56,275	57,964	
Custodial Staff	\$0	-	-	-	-	-	
Operations	\$0	-	-	-	-	-	
Social Workers/Counseling	\$0	-	-	-	-	-	
Other (Specify in Assumptions)	\$0	-	-	-	-	-	
Total Non-Instructional Compensation		51,500	53,045	54,636	56,275	57,964	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Total Compensation		1,159,780	1,400,388	1,654,389	1,922,369	2,204,939	

**Foundations Autism Charter School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Employer Benefits & Tax Assumptions

		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	Assumption Notes
Social Security Medicare State Unemployment Disability/Life Insurance Workers Compensation Insurance Other Fringe Benefits	Base Assumption						
	6.20%	\$71,906	\$86,824	\$102,572	\$119,187	\$136,706	
	1.45%	\$16,817	\$20,306	\$23,989	\$27,874	\$31,972	
	1.50%	17396.7	\$86,824	\$102,572	\$119,187	\$136,706	
	0.00%	\$0	\$0	\$0	\$0	\$0	
	0.35%	\$4,059	\$4,901	\$5,790	\$6,728	\$7,717	
	0.00%	\$0	\$0	\$0	\$0	\$0	
	Health Insurance Annual Increase						
	Cumulative Increase	102.50%	105.06%	107.69%	110.38%	113.14%	
Medical Insurance	\$400	\$9,150	\$10,950	\$12,750	\$14,550	\$16,350	
Dental Insurance	\$20	\$305	\$365	\$425	\$485	\$545	
Vision Insurance	\$20	\$305	\$365	\$425	\$485	\$545	
TCRS Certified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Classified Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	

**Foundations Autism Charter School
New Charter School Application Budget Template
Year 1 Budget**

Revenue Assumptions

	Year 1
	2022-23
Annual Revenue Increase	0.00%
Cumulative Increase	100.00%

State Revenues	Rate/Assumption		Assumption Notes
Basic Education Program	\$10,599	\$1,271,929	
BEP Transportation Component	\$0	\$0	
BEP Capital Outlay	\$350	\$42,000	
Other	\$0	\$0	
Other	\$0	\$0	
Federal Revenues	\$0	\$0	
Title I	\$300	\$36,000	
Title II	\$0	\$0	
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$0	\$0	
CSP Startup Grant	\$0	\$0	
IDEA Part B	\$1,500	\$180,000	
Other	\$0	\$0	
School Activity Revenues			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Fundraising & Philanthropy			
Other	\$0	\$325,000	Walton Family Foundation
Other	\$0	\$80,000	Building Excellent Schools
Other	\$0	\$0	New Venture Fund
Other	\$0	\$0	
Other	\$0	\$0	
Total Revenues		1,934,929	

Compensation

Year 1
2022-23

Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	72,100	
Assistant Principal	0.00	-	

**Foundations Autism Charter School
New Charter School Application Budget Template
Year 1 Budget**

Special Education Coordinator	0.00	-	
Deans, Directors	2.00	144,200	
Other (Specify in Assumptions)	0.00	-	
Total Administrative Compensation	3.00	216,300	
Instructional Staff			
Teachers	0.00	-	
Special Education Teachers	8.00	370,800	
Educational Assistants/Aides	16.00	428,480	
Elective Teachers	0.00	-	
Other (Specify in Assumptions)	2.00	92,700	
Total Instructional Compensation	26.00	891,980	
Non-Instructional Staff			
Clerical Staff	1.00	51,500	
Custodial Staff	0.50	-	
Operations	0.00	-	
Social Workers/Counseling	0.00	-	
Other (Specify in Assumptions)	0.00	-	
Total Non-Instructional Compensation	1.50	51,500	
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
Total Compensation		1,159,780	

Employer Benefits & Taxes

Year 1
2022-23

Assumption Notes

Social Security	71,906	
Medicare	16,817	
State Unemployment	17,397	
Disability/Life Insurance	-	
Workers Compensation Insurance	4,059	
Other Fringe Benefits	-	
Medical Insurance	9,150	
Dental Insurance	305	
Vision Insurance	305	
TCRS Certified Legacy	-	
TCRS Certified Hybrid	-	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	-	
Other Retirement	-	
Total Employer Benefits & Taxes	119,939	

**Foundations Autism Charter School
New Charter School Application Budget Template
Year 1 Budget**

Operating Expenses

Year 1
2022-23

Contracted Services

Assumption Notes

Professional Development	\$0	\$6,000	\$250 per staff member
Financial Services	\$0	\$0	Will not use outside financial services
Audit Services	\$0	\$2,000	estimate from Bryan Todd & Associates
Legal Fees	\$0	\$3,500	Estimate
Copier Lease and Usage	\$0	\$1,200	Shared cost
Internet and Phone Service	\$0	\$3,600	Estimate
Cell Phone Service	\$0	\$0	
Payroll Services	\$0	\$1,200	ADP payroll estimate for processing
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$2,050	
Contracted SPED Services	\$0	\$0	
Insurance	\$0	\$7,250	initial quote
Postal Charges	\$0	\$500	
Bank Charges	\$0	\$0	

Supplies & Materials

Textbooks and Instructional Supplies	\$0	\$20,000	actual cost from similar school
Education Software	\$0	\$2,000	IEP software
Student Supplies	\$0	\$8,000	
Faculty Supplies	\$0	\$3,200	\$ 400 per teacher
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$0	
Student Laptops	\$0	\$30,000	\$250 chromebooks
Faculty Laptops	\$0	\$4,000	\$ 500 laptop
Office Supplies	\$0	\$3,000	actual cost from similar school
Printing Paper	\$0	\$500	actual cost from similar school
Marketing Materials	\$0	\$5,000	
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

Facility Related Expenses

Rent	\$0	\$120,000	
Utilities	\$0	\$0	cost share included in lease
Custodial	\$0	\$0	cost share included in lease
Waste	\$0	\$0	cost share included in lease
Faculty Furniture	\$0	\$4,000	
Student Furniture	\$0	\$9,000	
Internet/Network Equipment	\$0	\$5,000	
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

**Foundations Autism Charter School
New Charter School Application Budget Template
Year 1 Budget**

Other	\$0	\$0	
Other Charges			
Staff Recruitment	\$0	\$2,000	job postings
Student Recruitment & Community Engagement	\$0	\$0	
Parent & Staff Meetings	\$0	\$500	
Authorizer Fee	\$0	\$0	
Other	\$0	\$0	
Debt Service			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Operating Expenses		243,500	
Total Expenses		1,523,219	

Foundations Autism Charter School
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary														
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	(187,500)	(187,500)	(153,191)	(118,882)	(84,572)	(50,263)	(15,954)	18,355	52,664	86,973	121,283	155,592	189,901	
Revenues														
State Revenues	1,313,929	109,494	109,494	109,494	109,494	109,494	109,494	109,494	109,494	109,494	109,494	109,494	1,313,929	-
Federal Revenues	216,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	216,000	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	405,000	33,750	33,750	33,750	33,750	33,750	33,750	33,750	33,750	33,750	33,750	33,750	405,000	-
Total Revenues	1,934,929	161,244	161,244	161,244	161,244	161,244	161,244	161,244	161,244	161,244	161,244	161,244	1,934,929	-
Expenses														
Staffing	1,159,780	96,648	96,648	96,648	96,648	96,648	96,648	96,648	96,648	96,648	96,648	96,648	1,159,780	-
Employer Benefits & Taxes	119,939	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	119,939	-
Contracted Services	27,300	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	2,275	27,300	-
Supplies & Materials	75,700	6,308	6,308	6,308	6,308	6,308	6,308	6,308	6,308	6,308	6,308	6,308	75,700	-
Facility-Related Expenses	138,000	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	138,000	-
Other Charges	2,500	208	208	208	208	208	208	208	208	208	208	208	2,500	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,523,219	126,935	126,935	126,935	126,935	126,935	126,935	126,935	126,935	126,935	126,935	126,935	1,523,219	-
Operating Income (Loss)	411,710	34,309	34,309	34,309	34,309	34,309	34,309	34,309	34,309	34,309	34,309	34,309	411,710	-
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	(153,191)	(118,882)	(84,572)	(50,263)	(15,954)	18,355	52,664	86,973	121,283	155,592	189,901	224,210		

Foundations Autism Charter School
New Charter School Application Budget Template
Year 1 Cash Flow

Details of Cash Flow														
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Revenues														
Revenues														
Assumption Notes														
State Revenues														
Assumption Notes														
Basic Education Program	1,271,929	\$105,994	\$105,994	\$105,994	\$105,994	\$105,994	\$105,994	\$105,994	\$105,994	\$105,994	\$105,994	\$105,994	\$105,994	1,271,929
BEP Transportation Component	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
BEP Capital Outlay	42,000	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	42,000
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Federal Revenues														
Title I	36,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	36,000
Title II	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
CSP Startup Grant	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
IDEA Part B	180,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	180,000
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
School Activity Revenues														
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Fundraising & Philanthropy														
Other	325,000	\$27,083	\$27,083	\$27,083	\$27,083	\$27,083	\$27,083	\$27,083	\$27,083	\$27,083	\$27,083	\$27,083	\$27,083	325,000
Other	80,000	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	80,000
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Total Revenues														
	1,934,929	161,244	161,244	161,244	161,244	161,244	161,244	161,244	161,244	161,244	161,244	161,244	161,244	1,934,929

Foundations Autism Charter School
New Charter School Application Budget Template
Year 1 Cash Flow

Compensation														
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Compensation														
Principal/School Leader	72,100	\$6,008	\$6,008	\$6,008	\$6,008	\$6,008	\$6,008	\$6,008	\$6,008	\$6,008	\$6,008	\$6,008	72,100	-
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Deans, Directors	144,200	\$12,017	\$12,017	\$12,017	\$12,017	\$12,017	\$12,017	\$12,017	\$12,017	\$12,017	\$12,017	\$12,017	144,200	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Administrative Compensation	216,300	18,025	18,025	18,025	18,025	18,025	18,025	18,025	18,025	18,025	18,025	18,025	216,300	-
Instructional Staff														
Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Teachers	370,800	\$30,900	\$30,900	\$30,900	\$30,900	\$30,900	\$30,900	\$30,900	\$30,900	\$30,900	\$30,900	\$30,900	370,800	-
Educational Assistants/Aides	428,480	\$35,707	\$35,707	\$35,707	\$35,707	\$35,707	\$35,707	\$35,707	\$35,707	\$35,707	\$35,707	\$35,707	428,480	-
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	92,700	\$7,725	\$7,725	\$7,725	\$7,725	\$7,725	\$7,725	\$7,725	\$7,725	\$7,725	\$7,725	\$7,725	92,700	-
Total Instructional Compensation	891,980	74,332	74,332	74,332	74,332	74,332	74,332	74,332	74,332	74,332	74,332	74,332	891,980	-
Non-Instructional Staff														
Clerical Staff	51,500	\$4,292	\$4,292	\$4,292	\$4,292	\$4,292	\$4,292	\$4,292	\$4,292	\$4,292	\$4,292	\$4,292	51,500	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Non-Instructional Compensation	51,500	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	51,500	-
Other Compensation														
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Compensation	1,159,780	96,648	96,648	96,648	96,648	96,648	96,648	96,648	96,648	96,648	96,648	96,648	1,159,780	-
Employer Benefits & Taxes														
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Employer Benefits & Taxes														
Social Security	71,906	\$5,992	\$5,992	\$5,992	\$5,992	\$5,992	\$5,992	\$5,992	\$5,992	\$5,992	\$5,992	\$5,992	71,906	-
Medicare	16,817	\$1,401	\$1,401	\$1,401	\$1,401	\$1,401	\$1,401	\$1,401	\$1,401	\$1,401	\$1,401	\$1,401	16,817	-
State Unemployment	17,397	\$1,450	\$1,450	\$1,450	\$1,450	\$1,450	\$1,450	\$1,450	\$1,450	\$1,450	\$1,450	\$1,450	17,397	-
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Workers Compensation Insurance	4,059	\$338	\$338	\$338	\$338	\$338	\$338	\$338	\$338	\$338	\$338	\$338	4,059	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Medical Insurance	9,150	\$763	\$763	\$763	\$763	\$763	\$763	\$763	\$763	\$763	\$763	\$763	9,150	-
Dental Insurance	305	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	305	-
Vision Insurance	305	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	305	-
TCSR Certified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCSR Certified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCSR Classified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
TCSR Classified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Classified Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Employer Benefits & Taxes	119,939	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	9,995	119,939	-

Foundations Autism Charter School
New Charter School Application Budget Template
Year 1 Cash Flow

Operating Expenses														
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Contracted Services														
Professional Development	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	- Professional Development
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Financial Services
Audit Services	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	- Audit Services
Legal Fees	3,500	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	3,500	- Legal Fees
Copier Lease and Usage	1,200	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	1,200	- Copier Lease and Usage
Internet and Phone Service	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	- Internet and Phone Service
Cell Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Cell Phone Service
Payroll Services	1,200	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	1,200	- Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Transportation
IT Services	2,050	\$171	\$171	\$171	\$171	\$171	\$171	\$171	\$171	\$171	\$171	\$171	2,050	- IT Services
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Contracted SPED Services
Insurance	7,250	\$604	\$604	\$604	\$604	\$604	\$604	\$604	\$604	\$604	\$604	\$604	7,250	- Insurance
Postal Charges	500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	500	- Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Bank Charges
Supplies & Materials														
Textbooks and Instructional Supplies	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	20,000	- Textbooks and Instructional Supplies
Education Software	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	- Education Software
Student Supplies	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	- Student Supplies
Faculty Supplies	3,200	\$267	\$267	\$267	\$267	\$267	\$267	\$267	\$267	\$267	\$267	\$267	3,200	- Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Library Books
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Testing & Evaluation
Student Laptops	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	- Student Laptops
Faculty Laptops	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	- Faculty Laptops
Office Supplies	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	- Office Supplies
Printing Paper	500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	500	- Printing Paper
Marketing Materials	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	- Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Student Uniforms
Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Health Supplies

Foundations Autism Charter School
New Charter School Application Budget Template
Year 1 Cash Flow

Facility Related Expenses

Rent	120,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	120,000	-	Rent
Utilities	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Utilities
Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Custodial
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Waste
Faculty Furniture	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	-	Faculty Furniture
Student Furniture	9,000	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	9,000	-	Student Furniture
Internet/Network Equipment	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

Other Charges

Staff Recruitment	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-	Staff Recruitment
Student Recruitment & Community En	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Recruitment & Community Engagem
Parent & Staff Meetings	500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	500	-	Parent Meetings
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Meetings
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

Debt Service

Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Operating Expenses	243,500	20,292	20,292	20,292	20,292	20,292	20,292	20,292	20,292	20,292	20,292	20,292	20,292	243,500	-
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Total Expenses	1,523,219	126,935	126,935	126,935	126,935	126,935	126,935	126,935	126,935	126,935	126,935	126,935	126,935	1,523,219	-
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Foundations Autism Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
	2022-23	2023-24	2024-25	2025-26	2026-27
Annual Revenue Increase	0.00%	25.00%	50.00%	75.00%	100.00%
Cumulative Increase	100.00%	125.00%	187.50%	328.13%	656.25%

State Revenues

Assumption

Assumption Notes

Basic Education Program	\$0	1,271,929	\$1,589,912	\$1,907,894	\$2,225,876	\$2,543,858	Based on enrollment growth of 1 class per year, conservative not calculating BEP increase by year
BEP Transportation Component	\$0	-	\$0	\$0	\$0	\$0	
BEP Capital Outlay	\$0	42,000	\$52,500	\$63,000	\$73,500	\$84,000	Based on enrollment growth of 1 class per year, conservative not calculating BEP increase by year
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Federal Revenues

Title I	\$0	36,000	\$45,000	\$54,000	\$63,000	\$72,000	Based on enrollment growth of 1 class per year, conservative not calculating BEP increase by year
Title II	\$0	-	\$0	\$0	\$0	\$0	
Title III	\$0	-	\$0	\$0	\$0	\$0	
NSLP	\$0	-	\$0	\$0	\$0	\$0	
E-Rate	\$0	-	\$0	\$0	\$0	\$0	
CSP Startup Grant	\$0	-	\$0	\$0	\$0	\$0	
IDEA Part B	\$0	180,000	\$225,000	\$270,000	\$315,000	\$360,000	Based on enrollment growth of 1 class per year, conservative not calculating BEP increase by year
Other	\$0	-	\$0	\$0	\$0	\$0	

School Activity Revenues

Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Fundraising & Philanthropy

Other	\$0	325,000	\$0	\$0	\$0	\$0	
Other	\$0	80,000	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Total Revenues

1,934,929 1,912,412 2,294,894 2,677,376 3,059,858

**Foundations Autism Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget**

Compensation

Year 1	Year 2	Year 3	Year 4	Year 5
2022-23	2023-24	2024-25	2025-26	2026-27

Administrative Staff

Assumption Notes

Principal/School Leader	72,100	74,263	76,491	78,786	81,149	
Assistant Principal	-	-	-	-	-	
Special Education Coordinator	-	-	-	-	-	
Deans, Directors	144,200	148,526	152,982	157,571	162,298	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Administrative	216,300	222,789	229,473	236,357	243,448	

Instructional Staff

Teachers	-	-	-	-	-	
Special Education Teachers	370,800	477,405	590,073	709,071	834,677	
Educational Assistants/Aides	428,480	551,668	681,862	819,370	964,516	
Elective Teachers	-	-	-	-	-	
Other (Specify in Assumptions)	92,700	95,481	98,345	101,296	104,335	
Total Instructional	891,980	1,124,554	1,370,280	1,629,737	1,903,528	

Non-Instructional Staff

Clerical Staff	51,500	53,045	54,636	56,275	57,964	
Custodial Staff	-	-	-	-	-	
Operations	-	-	-	-	-	
Social Workers/Counseling	-	-	-	-	-	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Non-Instructional	51,500	53,045	54,636	56,275	57,964	

Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	

Total Compensation	1,159,780	1,400,388	1,654,389	1,922,369	2,204,939	
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Foundations Autism Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Employer Benefits & Taxes

Year 1	Year 2	Year 3	Year 4	Year 5
2022-23	2023-24	2024-25	2025-26	2026-27

Assumption Notes

Social Security	71,906	86,824	102,572	119,187	136,706	
Medicare	16,817	20,306	23,989	27,874	31,972	
State Unemployment	17,397	86,824	102,572	119,187	136,706	
Disability/Life Insurance	-	-	-	-	-	
Workers Compensation Insurance	4,059	4,901	5,790	6,728	7,717	
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	9,150	10,950	12,750	14,550	16,350	
Dental Insurance	305	313	320	328	337	
Vision Insurance	305	313	320	328	337	
TCRS Certified Legacy	-	-	-	-	-	
TCRS Certified Hybrid	-	-	-	-	-	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	-	-	-	-	-	
Other Retirement	-	-	-	-	-	

Taxes	119,939	210,430	248,314	288,183	330,125
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Foundations Autism Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Operating Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
	2022-23	2023-24	2024-25	2025-26	2026-27
Annual Expense Increase	0.00%	5.00%	5.00%	5.00%	5.00%
Cumulative Increase	100.00%	105.00%	110.25%	115.76%	121.55%

Contracted Services

Assumption Notes

Professional Development	\$0	6,000	\$6,300	\$6,615	\$6,946	\$7,293	
Financial Services	\$0	-	\$0	\$0	\$0	\$0	
Audit Services	\$0	2,000	\$2,100	\$2,205	\$2,315	\$2,431	
Legal Fees	\$0	3,500	\$3,675	\$3,859	\$4,052	\$4,254	
Copier Lease and Usage	\$0	1,200	\$1,260	\$1,323	\$1,389	\$1,459	
Internet and Phone Service	\$0	3,600	\$3,780	\$3,969	\$4,167	\$4,376	
Cell Phone Service	\$0	-	\$0	\$0	\$0	\$0	
Payroll Services	\$0	1,200	\$1,260	\$1,323	\$1,389	\$1,459	
Health Services	\$0	-	\$0	\$0	\$0	\$0	
Transportation	\$0	-	\$0	\$0	\$0	\$0	
IT Services	\$0	2,050	\$2,153	\$2,260	\$2,373	\$2,492	
Contracted SPED Services	\$0	-	\$0	\$0	\$0	\$0	
Insurance	\$0	7,250	\$7,613	\$7,993	\$8,393	\$8,812	
Postal Charges	\$0	500	\$525	\$551	\$579	\$608	
Bank Charges	\$0	-	\$0	\$0	\$0	\$0	

Supplies & Materials

Textbooks and Instructional Supplies	\$0	20,000	\$21,000	\$22,050	\$23,153	\$24,310	
Education Software	\$0	2,000	\$2,100	\$2,205	\$2,315	\$2,431	
Student Supplies	\$0	8,000	\$8,400	\$8,820	\$9,261	\$9,724	
Faculty Supplies	\$0	3,200	\$3,360	\$3,528	\$3,704	\$3,890	
Library Books	\$0	-	\$0	\$0	\$0	\$0	
Testing & Evaluation	\$0	-	\$0	\$0	\$0	\$0	
Student Laptops	\$0	30,000	\$31,500	\$33,075	\$34,729	\$36,465	
Faculty Laptops	\$0	4,000	\$4,200	\$4,410	\$4,631	\$4,862	
Office Supplies	\$0	3,000	\$3,150	\$3,308	\$3,473	\$3,647	
Printing Paper	\$0	500	\$525	\$551	\$579	\$608	
Marketing Materials	\$0	5,000	\$5,250	\$5,513	\$5,788	\$6,078	
Student Uniforms	\$0	-	\$0	\$0	\$0	\$0	
Gifts & Awards - Students	\$0	-	\$0	\$0	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	-	\$0	\$0	\$0	\$0	
Health Supplies	\$0	-	\$0	\$0	\$0	\$0	

Foundations Autism Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Facility Related Expenses

Rent	\$0	120,000	\$126,000	\$132,300	\$138,915	\$145,861	
Utilities	\$0	-	\$0	\$0	\$0	\$0	
Custodial	\$0	-	\$0	\$0	\$0	\$0	
Waste	\$0	-	\$0	\$0	\$0	\$0	
Faculty Furniture	\$0	4,000	\$4,200	\$1,000	\$1,050	\$1,000	Furntiure cost will shrink after initial purchase
Student Furniture	\$0	9,000	\$9,450	\$1,000	\$1,000	\$1,000	Furntiure cost will shrink after initial purchase
Internet/Network Equipment	\$0	5,000	\$5,250	\$5,513	\$5,788	\$6,078	
Other Equipment	\$0	-	\$0	\$0	\$0	\$0	
Building Decorum	\$0	-	\$0	\$0	\$0	\$0	
Tenant Improvements	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Other Charges

Staff Recruitment	\$0	2,000	2,100	2,100	2,100	2,100	
Student Recruitment & Communi	\$0	-	-	-	-	-	
Parent & Staff Meetings	\$0	500	525	525	525	525	
Authorizer Fee	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	

Debt Service

Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	

Total Operating Expenses

243,500	255,675	255,995	268,614	281,760
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Total Expenses

1,523,219	1,866,493	2,158,698	2,479,166	2,816,824
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Foundations Autism Charter School
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Starting Fund Balance	-	27,500	439,210	485,128	621,324	819,535
State Revenues	-	1,313,929	1,642,412	1,970,894	2,299,376	2,627,858
Federal Revenues	-	216,000	270,000	324,000	378,000	432,000
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	225,000	405,000	-	-	-	-
Total Revenues	225,000	1,934,929	1,912,412	2,294,894	2,677,376	3,059,858
Staffing	165,000	1,159,780	1,400,388	1,654,389	1,922,369	2,204,939
Employer Benefits & Taxes	20,175	119,939	210,430	248,314	288,183	330,125
Contracted Services	4,725	27,300	28,665	30,098	31,603	33,183
Supplies & Materials	7,200	75,700	79,485	83,459	87,632	92,014
Facility-Related Expenses	400	138,000	144,900	139,813	146,753	153,938
Other Charges	-	2,500	2,625	2,625	2,625	2,625
Debt Service	-	-	-	-	-	-
Total Expenses	197,500	1,523,219	1,866,493	2,158,698	2,479,166	2,816,824
Net Income	27,500	411,710	45,918	136,196	198,210	243,034
Ending Fund Balance	27,500	439,210	485,128	621,324	819,535	1,062,569



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the "Strengths" area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the "Concerns/Questions" area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Maria Griego

Proposed School Name: Foundations Autism Charter School (FACS)

Application includes an Executive Summary.

Yes

☐

No

☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: - The mission statement is clear, concise, compelling and measurable. - The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). - When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. - The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS is proposing a charter school for a specific population of students with autism and reports the school will be based on ABA, which is based in research. FACS reports they plan to use a specialized environment with a blend of ABA and academics.		4
Concerns/Questions		Page
The mission and vision statements do not include a measurement criteria and are not written in a clear and concise manner. The applicants only appear to make a connection to two of the purposes of charter schools found in T.C.A. 49-12-102(a): 2 and 6. There are no details of evidence of success for other similar charter school other than anecdotal statements that the schools are successful. No attachments are included that point the readers to success of other similar charter schools. The FACS application and interview did not present a strong curriculum and many curriculum materials did not appear to be connected to TN state standards. Closing achievement gaps was not a focus presented by FACS.		4, 5
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS is proposing a charter school for a specific population of students with autism and reports the school will be based on ABA which is based in research. FACS is proposing a strong rapport with parents and wishes to help families.		4
Concerns/Questions		Page
After further review and interviews, the parent involvement and parent training was not detailed or explained. The mission and vision are not presented in a clear, concise manner. The vocabulary and statements included are not written in a measurable way. The charter school purposes, detailed in T.C.A. 49-12-102(a), do not appear to meet the minimum criteria. No evidence of success of other "Autism only" charter schools is presented or referenced other than comments that these schools exist. The applicants were given the opportunity to submit additional documentation regarding the success of similar charter schools with no response. A connection to TN state standards was not evident and curriculum materials did not appear to be chosen as only examples were given. Closing achievement gaps was not a focus presented by FACS.		4

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Autism is an educational disability and one that has increased over time.		5
Concerns/Questions		Page
The intended enrollment population of the charter school is unclear related to educational eligibility of autism versus a medical diagnosis of autism versus other disabilities/diagnoses. The students with disabilities that are the proposed population numbers are misleading. The numbers and figures presented are factually inaccurate. The applicants' referenced personal experiences and anecdotal comments seemed to be the rationale for choosing the Williamson County community. Data is not evident. An enrollment of 120 students in Year One does not seem reasonable.		4,5,13 5-9 43, 44
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Autism is a prevalent disability, and Williamson County Schools is the desired school zone in which to identify students for FACS is clearly stated.		5
Concerns/Questions		Page
FACS is intended for students with autism as stated in several places in the application; however, during the interview and in reviewing the application it is unclear if FACS will only accept students with an educational disability of autism, a medical diagnosis of autism, both an educational and medical diagnosis of autism and/or other disability categories. The students with disabilities that are the proposed population numbers are misleading. The educational category of autism is not the largest disability category in WCS. In addition, there is a misconception that all students initially identified as Developmentally Delayed will go on to have an eligibility of Autism. The rationale for FACS appears to be based off of anecdotal input from neighbors and personal experiences. No letters of support or data indicating the need for a specialized school for only autism was provided or discussed in the interview. The enrollment projection of a maximum of 120 students in Year One does not seem practical. In the application, it discusses students enrolling based off of parent application; however, charter schools are bound by the same IDEA requirements as public school systems which requires schools adhere to the components of Free Appropriate Public Education (FAPE) and a Least Restrictive Environment (LRE). IEP teams would need to determine that a student needed a more restrictive environment (one only for students with disabilities) in order to attend at a public charter school just for students with disabilities. The number 120 seems much greater than the need for students to have a school solely for others with disabilities without the ability for peer interaction. An enrollment chart was not included.		43, 44 , 5-9

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: - The school's academic focus aligns with the school's mission and vision. - The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. - The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. - If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. - The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. - An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The academic plan does give many examples of instructional strategies to use for Applied Behavior Analysis (ABA).		10, 13, 15, 16
Concerns/Questions		Page
The academic focus does not seem to align with the TN state standards. Curriculum not aligned to TN state standards; many curriculum pieces are not applicable for state standards. Curriculum is not robust and does not detail blended learning or evidenced based plans to assist students who are under performing.		10, 13, 15, 16
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are many curriculum and instructional programs identified that would be appropriate for students with disabilities to work on deficit areas, such as EdMark and PCI.		12
Concerns/Questions		Page
Most of the standards curriculum resources either do not appear to be clearly identified or do not appear to be aligned to the TN state standards (e.g., PCI, EdMark, SRA, and Touchpoints Math). In the interview when asked about curriculum resources, the responses were vague and did not identify specific curriculum tools for state general education standards. The curriculum plan does not offer a robust academic plan; the portions connected to state standards lacks detail and does not adequately align. It is unclear as to how teachers will be certified and who will teach which components. There is mention of both general educators and special educators in each class; however, the budget does not appear to be available for a general educational teacher and a special education teacher for each class. In the interview FACS also mentioned hiring teachers who		12

are also Board Certified Behavior Analysts (BCBAs). If the goal is to have a teacher dually certified for general and special education and has his/her BCBA, this seems an unrealistic possibility for all FACS teachers.

An evidenced based plan to assist under performers was not clearly defined or outlined. However, the school does say it's goal is to return to a general education setting.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
The plan includes integrating communication into the curriculum which is important for students with autism.	20-25	
Concerns/Questions	Page	
The plan includes little information on tier one overall academic goals. There is no clear, distinct process for measuring, monitoring, and revising achievement goals. RTI plan does not align with TDOE guidelines. There does not appear to be promotion/retention or exit policies specific to FACS	20-25	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
The plan discusses long-term goals focused on intensive language-based interventions to promote communication skills which is typically needed for students with autism.	20-25	
Concerns/Questions	Page	
There are no clear long-term academic goals listed for FACS. There is no clear process identified for measuring, monitoring, or revising academic achievement goals. There is no defined Corrective Action Plan (CAP); it only discusses using IEP reviews for a piece of the corrective plans, which is not applicable to a CAP for the school entity. The RTI plan only minimally discusses Tier 1 core instruction; there is no information provided for tiers 2 or 3. No clear attendance goals are present; the plan does discuss how attendance will be monitored. There does not appear to be a FACS specific promotion/retention policy. It appears that the TN State BOE policy 3.300 policy was copied and pasted into the application, which is the policy that guides districts on what must be in their policies. The exit policy lists, N/A.	20-25	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: - The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. - There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. - The applicant identifies specific ways to transform the existing school culture while respecting the school's history. - If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. - If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Several assessments listed for students with disabilities to identify deficit areas and strengths.		27-30
Concerns/Questions		Page
No formative or summative assessments identified that measure standards. No clear process for collecting, analyzing, or using student data that measures state standards.		27-30
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Internal assessments are identified to assess specific skill deficits and communication needs.		27-30
Concerns/Questions		Page
The formative and summative assessments identified are those for skill specific deficits (e.g., VB-MAPP, ABLLS-R, and AIMSWEB) and they focus mainly on IEP goals and progress.; they do not measure TN state standards. The exception is some reported assessments that come with SRA curriculum, but the SRA curriculum is not an approved core curriculum. The information regarding assessments is brief and lacks detail. The collection and analysis of data surrounds skill deficits and a student's functioning related to IEP goals. It is not outlined to measure acquisition of TN state standards. No benchmarks or universal screeners are identified.		27-30

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The calendar and school day meets the minimum of 180 days for 6.5 hours per day.		83 32
Concerns/Questions		Page
The schedule lacks any special classes. The physical activity law does not appear to be incorporated into the schedule.		32, 83
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The minimum requirements of 180 school days and 6.5 hours per day are met in the FACS proposed calendar. The daily calendar plan has time built in for special education interventions		32, 83
Concerns/Questions		Page
The calendar nor narrative include any information regarding specials/enrichment classes, such as Physical Education, Music, Library, etc. FACS reports no extracurricular activities will be offered. An after school program is proposed that includes therapies, homework help, social skills development, etc. However, the after school activities do not seem to include a funding component listed, and in addition to after school programming it includes school breaks. There is not listing of a staffing plan or a way to fund the after school program. The physical activity law does not appear to be accounted for in the FACS plan.		32-34, 83

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The Directors of Curriculum and Education both have many years of experience in working with individuals with disabilities.		35-38
Concerns/Questions		Page
The ratio for staff to student is unclear. The hiring of different speciality areas is also unclear, for example general educators, BCBA's, therapists. Will the curriculum director/BCBA be on site or will she be a consultant to the school? There is an ethical supervision concerns for the BCBAs as they should have caseloads for comprehensive of 12 maximum. Another ethical supervision concern is that Registered Behavior Technicians (RBTs) are to be supervised and assessed by BCBAs. Is the curriculum director/BCBA supposed to serve all the students and supervise the RBTs? When is the BCBA finding time to review student data bi-weekly given the other responsibilities.		35-38
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The Education Director has had many years of experience in general education and special education settings. The Curriculum Director has many years of clinical experience in working with students with disabilities. The plan has components to address special education interventions and skill deficit areas. Concerns/Questions: The plan for staffing the school does not align in all places within the application and in the interview. Some places in the application the staff to student ratio is 1:3, some places 1:4, and in another place 1:5. In addition, the plan mentions a teacher and two paraprofessionals in each class, but then in another location it mentions having general educators and special educators in the classes. In the interview, FACS mentioned trying to find teachers who were dual certified. In addition, FACS also mentioned finding teachers who are also Board Certified Behavior Analysts (BCBAs). It does not seem reasonable that teachers will be found who are general education certified, special education certified, and also BCBAs. In addition, even if they are located; it does not appear reasonable that teachers would be responsible for carrying out 3 different roles simultaneously. The budget does not include funding for both general educators, special educators, and BCBAs beyond the Curriculum Director. There does not appear to be a plan for staffing related service providers, such as physical therapists. FACS indicated that students would not be identified as at-risk or gifted due to their autism diagnosis; however, students can be both at-risk and have a diagnosis of autism and have eligibility as gifted and autism. FACS indicates that many of their students would be significantly language impaired or nonverbal and unlikely to be an ELL. However, there are students who have both an autism diagnosis and are ELL. FACS indicates they will only have students with diagnoses of autism who are "moderately to severely disabled." There is no mention of how additional disabilities would be identified for these students. While the plan addresses many components to address interventions and skill deficit areas, it does not provide much detail for how students at FACS will address the general education curriculum and how it will be monitored. The plan does not address exit for ELL. The plan does mention that if a student with a disability "has progressed enough to change designations," FACS will aid in the transition. However, this does not discuss the plan for exit. The budget does not appear to include funding for assessments such as (VBMAPP & ABLLS-R) and CPI Training. As a public school entity, FACS will also be responsible for IEP compliance. In the plan, FACS mentions writing standards-based IEP goals. The guidelines in TN are to specifically write instructionally appropriate IEPs. TN has not utilized standards-based IEPs in many years; there is concern that FACS staff is not aware of TNDOE compliance components related to special education.		35-38

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS lists a vision for school culture that is supportive for students with autism.		39-42 84-85
Concerns/Questions		Page
No student handbook included. Little detail provided regarding a plan for integrating new students as they arrive.		39-42 84-85
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The vision for the culture of FACS goes into detail regarding how students with autism will be supported and valued. The discipline policy includes information on bullying and the reporting system.		39-42 84-85
Concerns/Questions		Page
There is no student handbook included beyond a statement that they will ask to use on of WCS' handbooks and a listing of required enrollment documentation. There is little detail regarding how FACS will sustain a school culture and integrate new students and families into that culture. FACS indicates they will follow discipline "policies and procedures as defined in IDEA." This does not indicate the policies and procedures being referred to. There are not rules and school expectations listed expect for weapons and		39-42 84-85

"assaultive" behavior is not permitted. The consequences are not clearly defined and much of the content refers to a change of placement or the use of CPI. An educational change in placement and CPI are not items utilized for discipline; they are tools to assist in supporting students with disabilities and complying with the LRE guidelines. The information on changes of placement and suspensions does not reference the timeframe in which a manifestation determination must be held or the 10 suspension days allowed per year for students with disabilities before a manifestation determination meeting is required.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The plan identifies a few organizations they will contact for recruitment purposes.		43-44, 86-87
Concerns/Questions		Page
The plan says they will enroll all "eligible" students in grades K-3 until capacity of the program is reached. However, the only eligibility criteria mentioned is a medical diagnosis of autism and an IEP stating that autism is the primary disability. Placement for a solely special education charter school is not solely just based on parent enrollment.		43-44, 86-87
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The plan identifies organizations that FACS will connect with to promote the school. In addition, press releases will be prepared. FACS will also recruit from ABA clinics and preschools.		43-44, 86-87
Concerns/Questions		Page
There is mixed information both in the application and interview regarding the need for a medical and/or educational eligibility of autism. In some places, the plan discusses creating documents called PEPs for students without IEPs, yet the enrollment criteria says all students must have an IEP stating autism as the primary eligibility. This was not clearly explained in the interview. Public charter schools must follow the same IDEA requirements as public schools. Therefore, the FAPE and LRE criteria are still applicable. Enrollment at FACS would have to include an IEP team indicating that a separate school for only students with disabilities was the least restrictive environment (LRE) for all students enrolled. The enrollment policy is vague and is a copy of the same information in the narrative section of the application. The community outreach plan does not appear to foster a sense of community. FACS will market toward the autism community; there is no mention of how FACS will market to or ensure equal access to low achieving, economically disadvantaged students other than a statement that enrollment will not be limited by these factors.		43-44, 86-87

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: - There is evidence that community feedback is incorporated in the application. - There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). - The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. - The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS identifies several avenues of using proactive communication for parents, such as the website, parent-teacher conferences, parent observations, digital newsletter, etc.		45-47
Concerns/Questions		Page
There are no letters of support, MOUs, or contracts with community partners.		45-47
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
FACS identifies several avenues of using proactive communication for parents, such as the website, parent-teacher conferences, parent observations, digital newsletter, parent association meetings, parent trainings, etc.		
Concerns/Questions		
The application is lacking any letters of support, MOUs, or contracts. When asked in the interview regarding letters of support FACS stated that they did not have any. There is no clear information on feedback from the community indicating the need for a school solely for students with autism. When asked in the interview, the "public information regarding Williamson County Schools" that FACS reports they have reviewed was the statistics of the prevalence of autism and not specific information regarding the need for a school only for those with autism in Williamson County. FACS reports they will partner with local autism agencies to engage parents and the community; however, no specific organizations are listed and no letters of support are included.		

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS wants to form a school to support students with autism.		
Weaknesses/Questions: The application and interview mainly provided generic, vague information. The responses lack details and rigor. Many areas indicate in intent to comply with law and state expectations but the production of how and by using what FACS will comply is not evident.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS wants to partner with families and the community to serve students with autism. They have a plan with details regarding proactive parent communication. A piece of the curriculum plan integrates principles of ABA and a communication skills which is important for students on the autism spectrum.		
(If Any) Weaknesses: The application and interview did not present a strong curriculum and many curriculum materials did not appear to be connected to state standards or on the states approved/vetted list. The students with disabilities that are the proposed population numbers are misleading. The numbers and figures presented are factually incorrect. The application states students enrolling based off of parent application; however, charter schools are bound by the same IDEA requirements as public school systems which requires schools to provide a Free Appropriate Public Education (FAPE) and a Least Restrictive Environment (LRE). IEP teams would need to determine that a student needed a more restrictive environment (one only for students with disabilities) in a public charter school just for students with disabilities. The number 120 seems much greater than the need for students to have a school solely for others with disabilities without a public charter school. In the interview when asked about curriculum resources, the responses were vague and did not identify specific curriculum tools for state general education standards. The curriculum plan for students with disabilities is not connected to state standards lacks detail and does not adequately align. It is unclear as to how teachers will be certified and who will teach which components. The RTI plan is not a plan of instruction, there is no information provided for tiers 2 or 3. No clear attendance goals are present, the plan does discuss how attendance will be monitored. There does not appear to be a retention policy. The information regarding assessments is brief and lacks detail. The collection and analysis of data surrounds skill deficits and a student's functioning related to the Tennessee state standards. No benchmarks or universal screeners are identified. The calendar nor narrative include any information regarding specials/enrichment classes, such as physical activity or how the physical activity law will be addressed. The plan for staffing the school does not align in all places within the application and in the interview. Some places in the application state 1:4, and in another place 1:5. In addition, the plan mentions a teacher and two paraprofessionals in each class, but then in another location it mentions having general education teachers only. In the interview, FACS mentioned trying to find teachers who were dual certified. In addition, FACS also mentioned finding teachers who are also Board Certified Behavior Analysts. It is probable that teachers will be found who are general education certified, special education certified, and also BCBAs. In addition, even if they are located; it does not appear reasonable to expect one teacher to be trying out 3 different roles simultaneously. The budget does not include funding for both general educators, special educators, and BCBAs beyond the Curriculum Director. There is no mention of related service providers, such as physical therapists. There is no student handbook included beyond a statement that they will ask to use on of WCS' handbooks and a listing of rules and expectations. There are not rules and school expectations listed expect for weapons and "assaultive" behavior is not permitted. The consequences are not clearly defined and much of the information is not consistent or the use of CPI. An educational change in placement and CPI are not items utilized for discipline; they are tools to assist in supporting students with disabilities and complying with the law. The information both in the application and interview regarding the need for a medical and/or educational eligibility of autism. In some places, the plan discusses creating documents called enrollment criteria. The enrollment criteria says all students must have an IEP stating autism as the primary eligibility. The application is lacking any letters of support, MOUs, or contracts. When asked for support FACS stated that they did not have any. There is no clear information on feedback from the community indicating the need for a school solely for students with autism.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS has a nonprofit application filed with the state. FACS plans to follow state guidelines.		48-50 88-108
Concerns/ Questions		Page
Are the school leaders and the board the same people? There are only 3 members on the proposed board.		48-50 88-108
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The board members appear to have background knowledge in special education & ABA.		48-50 88-108
Concerns/ Questions		Page
The proposed board structure is not setup to ensure effective governance and oversight of school performance, operations, or financials. There appears to be a conflict of interest because in the interview it was revealed that the president of the board/executive director of FACS is the son of the Treasurer of the Board/		48-50 88-108

Director of Education for FACS. Nepotism concerns are presented given this child-parent relationship in the governing body/leadership team of FACS.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
A basic timeline for start-up is included.	50-54	
Concerns/Questions	Page	
Does the start-up plan match the start-up budget?	50-54	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
A basic outline of a plan is started.	50-54	
Concerns/ Questions	Page	
The start-up plan timeline appears to be a copy/paste document and contains unprofessional language such as "make follow up calls to enrolled parents ; dog them and make sure they return acceptance forms." The timeline for start-up does not appear personalized for FACS as it discusses construction for a facility and FACS has plans to lease a facility. The plan is generic and lacks detail. As mentioned in previous sections, the staffing needs identified do not match with the budget plan.	50-54	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: - Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. - The applicant demonstrates expertise in facilities acquisition and management, either internal or external. - The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. - The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
A location has been identified for FACS to lease.	no page # on application	
Concerns/Questions	Page	
The space is not yet secured; there is a verbal agreement.	no page # on application	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
FACS has a detailed explanation of the facility spaces that they need.	no page # on application	
Concerns/ Questions	Page	
There is little detail regarding the ability of the identified church to accommodate all of the needed spaces for FACS. The FACS plan calls for a life skills center, library/media center, a cafeteria, a motor room/gym, etc. The identified church is stated to have classrooms spaces, but it is unclear if all of these other spaces are available. Any needed renovations are not mentioned. How FACS will store confidential records, materials, and equipment on the days and times when church is in session is also not indicated.	no page # on application	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates 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. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is a basic timeline for hiring the leadership team and teachers. The compensation looks to be competitive amounts.		no page # on application
Concerns/Questions		Page
Not all staff are located on the organizational chart. No attachment H is included with the application. Do salaries have a step increase?		no page # on application
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The compensation schedule looks to be comparable and competitive to surrounding areas which should aide in recruitment.		no page # on application
Concerns/ Questions		Page
Little is detailed about a recruitment and hiring plan except for how positions will be advertised and the salary schedule. Yearly staffing projections look to be an overestimate. In addition, other needed providers such as BCBAs, therapists, etc. are not included in the hiring or recruitment plan. It is unclear in the budget and hiring plan the actual teacher and BCBA numbers that were intended. BCBAs were not included in the budget or hiring plan, yet in the interview, it was noted that BCBAs would be hired in addition to the Curriculum Director. Further, the hiring plan and budget only account for 1 set of teachers, but the		no page # on application

the application mentions having both general and special education teachers. In the interview, FACS discussed hiring teachers who are general educators, special educators, and BCBAs. This does not appear to be a realistic plan for locating staff with all 3 credentials. Further, it is unclear how a teacher who handle taking on the responsibilities of three different professionals, each with a different skill set and services to provide. There are no employee manuals or personnel policies provided; FACS states they want to use WCS documents with permission.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The PD Plan for teaching strategies typically utilized for students with disabilities is well laid out in a comprehensive plan.		no page # on application
Concerns/Questions		Page
There is no mention of PD on curriculum materials or standards instruction.		no page # on application
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The PD plan is comprehensive for strategies for addressing behaviors and in the foundations of ABA. There is a good plan outlined for when teachers will receive PD both before and during the school year as well as when new staff members are hired.		no page # on application
Concerns/ Questions		Page
The PD plan does not include any mention of how teachers will be trained on TN state standards, their scope and sequence, or the curriculum materials used to teach the state standards.		no page # on application

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS appears to have identified the adequate amount of insurance required.		no page # on application
Concerns/Questions		Page
The application does not include an insurance company letter.		no page # on application
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS appears to have identified the adequate amount of insurance required.		no page # on application
Concerns/ Questions		Page
The application does not include a letter for the insurance company that confirms required coverage.		no page # on application

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: - The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. - The applicant has a sound plan for oversight of its transportation operations. - The applicant has a plan for transporting special needs students where necessary. - The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths are noted.		no page # on application
Concerns/Questions		Page
FACS indicates parents must provide transportation.		no page # on application
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths are noted in FACS's plan for transportation.		no page # on application
Concerns/ Questions		Page
FACS indicates that parents must provide transportation; however, students with disabilities may have special transportation indicated as a service in the student's IEP. FACS does not have a plan to provide this transportation which is required as determined by an IEP team. The application mentions coordinating with WCS or a transportation contractor to make arrangements; however, no additional detail is provided and no funds are allocated for this expense.		no page # on application

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS states they will comply with the federal free and reduced lunch program.		no page # on application
Concerns/Questions		Page
There is not a clear description of how the school will offer food service.		no page # on application
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS has a plan to collect free and reduced lunch information for students which includes disseminating information through initial outreach documents, orientations, school events, etc.		no page # on application
Concerns/ Questions		Page
It is unclear how school lunch will be provided other than FACS mentions it will be a contracted service. There is not additional clarity around vendors, the selection process, etc.		no page # on application

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: - The applicant provides a detailed plan for using technology within the classroom and for state assessments. - The applicant provides a compelling data management plan that protects the privacy of student information. - The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. - The applicant outlines detailed safety and security plans for students, staff, guests, and property. - The applicant specifies a maintenance plan for school facilities. - For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The plan identifies FERPA and the need for student Chromebooks for state testing.		no page # on application page
Concerns/Questions		Page
The plan lacks any information regarding school nursing.		no page # on application page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The plan indicates 3rd graders will have Chromebooks for state testing. The plan also identifies FERPA and that FACS will comply and discusses a secure server		no page # on application page
Concerns/ Questions		Page
The plan does not elaborate on how technology will be used for student instruction or assessments. Students use many instructional apps and programs; these tools are not mentioned nor budgeted for. The plan does not detail a FERPA protection software. The FACS plan indicates "no state policy currently exists" when referring to the school's health program and a school nurse. No additional information is provided. Often students have medical procedures that would likely warrant the need for a school nurse. No school maintenance plan is indicated as the application states all maintenance will be included in the lease cost of the building. However, what about furniture and other equipment not owned by the leased building. There is not an identified safety and security plan. The application provides general information about what their plan will include.		no page # on application page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the 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		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: A location has been identified and leadership team has knowledge of ABA and special education.		
Weaknesses/Questions: The operations plan lacks many details regarding the facility, staffing, transportation, etc.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS has a strong PD plan for items related to ABA. Preliminary operational pieces are identified such as a proposed location for lease and an inter... items, training, staffing, etc.		
(If Any) Weaknesses: The proposed board structure is not setup to ensure effective governance and oversight of school performance, operations, or financials. Nepotism co... given this child-parent relationship in the governing body/leadership team of FACS. The start-up plan is generic and lacks detail. The staffing needs id... with the budget plan. There is little detail regarding the ability of the identified church to accommodate all of the needed spaces for FACS. Little is deta... recruitment and hiring plan except for how positions will be advertised and the salary schedule. Yearly staffing projections look to be an overestimate... as the application, budget documents, and the interview all include different staffing. The PD plan does not include any mention of how teachers will b... standards, their scope and sequence, or the curriculum materials used to teach the state standards. No proof of insurance is evident. FACS does not... special transportation which is required as determined by an IEP team. It is unclear how school lunch will be provided other than FACS mentions it wi... service. The plan does not elaborate on how technology will be used for student instruction or assessments. The plan does not detail a FERPA protec... FACS plan does not include a school health program or a school nurse.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Grants are identified as possible start-up funds.		109-111
Concerns/Questions		Page
Budgeted amounts do not appear to cover all needed expenses.		109-111
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has identified a three grants as possible funding sources.		109-111
Concerns/ Questions		Page
While the grants identified are possible funding sources, they are not yet secured. Additionally, the BEP funds estimated by FACS appear to be approximately \$3,300 less per student that what the state provides in BEP funds. Approximately, \$36,000 is budgeted for Title I funds which is assuming that all 120 students would receive Title I funding yet the application only projects 5% to qualify for Title I, which would be around six students. The staff budgeted to not account for the general educators, special educators, and BCBAs identified in the application and interview. The information provided for payroll, audits, etc. does not provide detail. The budget detail and assurances lack detail and clarity for how funds will be allocated and how all needed expenses will be covered; funding gaps are noted.		109-111

The contingency plan for additional funds needed is to seek assistance from nonprofits and apply for additional grants. FACS has not budgeted for transportation for students with disabilities. The budget did not account for the Authorizer Fee as an expense, and it did not include retirement contributions as an expense; public charter schools are required to be a part of Tennessee Consolidated Retirement System (TCRS). The application states FACS does not plan to use outside sources for payroll, benefits, audits, etc.; however, in the year one budget expenses are included for audit and ADP payroll processing. Upon research, a member of the governing body for FACS was found to have filed bankruptcy within the recent past. This is a concern given that running a school requires extensive budget planning and balancing revenue and expenditures.

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS has identified three possible grants as funding sources, specifically for start-up funds. In addition, salaries are added for a set of teachers and the three members of the leadership team. Weaknesses/Questions: The proposed budget appears to have gaps in funding for positions, services, and materials. There are possible sources of revenue identified but no sources seem to have been secured. Revenue projections also appear to be lower than expected. The budget summary and assurances lack detail and clarity for how funds will be allocated and how all needed expenses will be covered.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: A budget plan is created which identifies some pieces of the needed positions, services, and materials needed. Possible funding sources in the form of three grants are identified. (If Any) Weaknesses: Overall, the budget appears to have gaps in funding for positions as well as materials and services. Transportation, TCRS, and the authorizer fee are examples of items not included in the proposed budget. There are possible sources of revenue identified but no sources seem to have been secured. Revenue projections also appear to be lower than expected based on BEP and Title I. The budget summary and assurances lack detail and clarity for how funds will be allocated and how all needed expenses will be covered.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the "Strengths" area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the "Concerns/Questions" area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Mark Samuels

Proposed School Name: Foundations Autism Charter School (FACS)

Application includes an Executive Summary.

Yes

☐

No

☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Mission of Targeting autism population using an evidence-based method (ABA), and every child with autism to be respected and valued is clear. And this team of leaders clearly have a passion for that mission.	4	
Concerns/Questions	Page	
None identified		
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
- Mission of Targeting autism population using an evidence-based method (ABA), and every child with autism to be respected and valued is clear. And this team of leaders clearly have a passion for that mission. - Appears to be in accordance with at least three of the TCA 49-13-102(a) items: 2-Provide options for parents, 3-Encourage use of different innovated methods. 6-Afford parents substantial meaningful participation opportunities.	4	
Concerns/Questions	Page	
None identified.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: - The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. - The applicant provides a sound rationale for selecting the community where the school will locate. - The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. - For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
- Serve students K-3 with autism.		5
Concerns/Questions		Page
- Not clear who FACS will accept, or not accept, such as students with other disabilities besides autism.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Serve students K-3 with autism.		5
Concerns/Questions		Page
- Not clear who FACS will accept, or not accept, such as students with other disabilities besides autism. - Does not show need for such a school in WilCo. Relies on national data vice local data. States there is no specific data for WCS. - No demographics chart shown. Does provide some state-wide data from Vanderbilt's Kennedy Center, but no WilCo specific data.		6-9

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- None identified		
Concerns/Questions		Page
- No curriculum was provided to evaluate		10-19
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- None identified		
Concerns/Questions		Page
- No curriculum was provided to evaluate the level of rigor and researched-based applications, nor if it meets the Tennessee standards. - No information on textbooks or textbook selection process was provided. - How does the curriculum plan on supporting the legislated PE and physical activity requirements?		10-19

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Lists Tennessee State BoE Policy 3.300, but no further discussion		21-24
Concerns/Questions		Page
- Not much other info provided		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Lists Tennessee State BoE Policy 3.300, but no further discussion		21-24
Concerns/Questions		Page
- FACS provided one paragraph on academic achievement goals, two sentences on measurement and revising goals, one sentence on RTI process, so not much content provided in order to evaluate if standards are met or not. Most of the content in this section was a cut & paste of the State BoE Policy 3.300 on Promotion and Retention.		20-25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: - The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. - There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. - The applicant identifies specific ways to transform the existing school culture while respecting the school's history. - If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. - If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
- Lists and defines numerous types of assessment tools.		27
Concerns/Questions		Page
- Appears to only provided general descriptions		27-30
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Lists and defines numerous types of assessment tools. - No other strengths identified		27
Concerns/Questions		Page
- Only provided general descriptions of assessments and generally how they would be used. Not much detail on the - How will standard attainment/mastery be evaluated?		27-30

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
- States 6.5-hrs/day of instruction for the required 180 days.		31
Concerns/Questions		Page
- FACS states they will not provide any extracurricular activities		33
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- States 6.5-hrs/day of instruction for the required 180 days.		31
Concerns/Questions		Page
- FACS states they will not provide any extracurricular activities - Only one paragraph on Tiered instruction, and it states that " <i>FACS is built on the foundation of a continuum of tiered supports driven by student need(s)</i> " but no other detail is provided to show that foundation. - This section of the application lists an After-School Programming Schedule with differing daily focuses, includes a snack. But there is no indication in the application as to how that snack will be funded since it is outside the breakfast/lunch periods. - Can't tell how the daily schedule has been balanced to provide the right time for the various subject matters.		33

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
- Educational leadership team appears to have good levels of experience.		35
Concerns/Questions		Page
- Does not show a budget for the contracted translation services as alluded to on page 35. - How will autism diagnosis and IEPs be determined? Is this a FACS function or a WCS function? Narrative on page 37 implies both - how would that work? - Exiting plan is very general and lacks specifics as to how students will be prepared for transition. - FACS states they will ensure that Spanish speaking staff is available. Is this in the budget?		Yr-1 Budget 35-38
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Educational leadership team appears to have good levels of experience and professional training in autism populations.		35-38

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
- Clearly FACS has a passion for providing a supportive and progressing environment for students.		40
Concerns/Questions		Page
- Bullying policy is very basic - One paragraph Disciplinary Policy		41
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Clearly FACS has a passion for providing a supportive and progressing environment for students as evidences numerous times in the application in addition to Page 40.. - Goal of hiring highly specialized teachers would appear to support the necessary school ethos.		39-42
Concerns/Questions		Page
- Can the FACS budget support this level of specialized and progressive staff in a small independent school? - No student handbook tailored for FACS was provided for evaluation. - Bullying Policy is very basic. -Disciplinary Policies and Procedures is one paragraph long with a reference to the IDEA policies and procedures, but does not address what those are.		39-42

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- None identified		
Concerns/Questions		Page
- Attachment D appears incomplete.		86
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- None identified		
Concerns/Questions		Page
- Attachment D info is very thin. Unable to tell if it fully complies with Tennessee state law on enrollment. - Community Outreach Plan is 57 words long. It is very lacking in detail, so unable to tell how effective it will be in reaching the necessary interest groups outlined above.		43-44

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: - There is evidence that community feedback is incorporated in the application. - There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). - The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. - The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- None identified		45-47
Concerns/Questions		Page
- No letters of support		45
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
- None identified		
Concerns/Questions		
- FACS has done no community outreach, nor does it have any letters of parental support yet. - There's no evidence of community feedback or expressed community need presented in the application. - No community outreach plan is provided. Some concepts for a plan are provided, but no plan.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: - Clearly FACS has a passion for providing a supportive and progressing environment for students. Weaknesses/Questions: - The application provides very general information		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: - Clearly FACS has a passion for providing a supportive and progressing environment for students. - Goal of hiring highly specialized teachers would appear to support the necessary school ethos. (If Any) Weaknesses: - The application provides very general information and is short on specifics that would support the generalized intent. - No curriculum was provided to evaluate the level of rigor and researched-based applications, nor if it meets the Tennessee standards. - No information on textbooks or textbook selection process was provided. - There's no evidence of community feedback or expressed community need presented in the application. - Does not show need for such a school in WilCo. Relies on national data vice local data. States there is no specific data for WCS. - No demographics chart shown. Does provide some state-wide data from Vanderbilt's Kennedy Center, but no WilCo specific data.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There appears to be a reasonable level of experience in autism instruction.		48
Concerns/ Questions		Page
- Is there enough staff to accomplish the necessary tasks in 16-months, particularly without a Business Manager being hired until 2-months before school starts. - Is there enough experience on this ExComm to <u>independently</u> start a school?		Attach F6
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There appears to be a reasonable level of experience in autism instruction, but it's not clear how much experience this team has in the day-to-day operational aspects of running a stand-alone school.		48
Concerns/ Questions		Page
Proposed Board structure of the initial three leaders does not appear to have the requisite understanding and experience necessary to do an <u>independent</u> start-up. What policy narratives were provided are very generic and lack details. While there are 16-months between now (Apr '21) and Aug '22, there is not sufficient details provided to give a good sense that these three people have a good handle on the magnitude of the challenge before them.		108

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- Trying to get a head-start on teacher hires starting in Dec '21.		53
Concerns/Questions		Page
- Very generic, especially with respect to facility preps.		50-55
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- FACS' intent is to get a head-start on teacher hires starting in Dec '21.		53
Concerns/ Questions		Page
- Timeline is very generic and appears to contradict some of the narrative relative to the facility modifications/construction that will, or will not, be required. - Furniture plan is fragmented. Having the Business Manager come onboard in June '22 (2-months prior to students arriving) does not appear to be adequate for having operational support in-place and up-to-speed for school to start Aug '22. - As an example, FACS is not aware of the timeline required for establishing a qualified National School Lunch Program.		50-55

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- None identified		56-58
Concerns/Questions		Page
- While FACS has a targeted facility in mind (verbal agreement only), they have not even done a site visit of that facility. The SQFT they indicate they need appears to be sufficient size for the classroom spaces, but they don't currently know how they'll be able to fully utilize the leased space, particularly an understanding of overall space requirements for all needs to include media, library, RTI spaces, offices, gym, adequate Café and kitchen space, CSPI compliant playgrounds, ADA compliance, security compliance, etc. It is unknown if the targeted facility can accommodate the planned expansion to K-8. Not clear if the proposed Landlord fully understands the scope of use needed by FACS on their shared-use facility. No budget for tenant improvements that may be necessary.		56-58
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- None identified		56-58
Concerns/ Questions		Page
- How will FACS and Landlord materials/equipment be segregated, and how will the Landlord support security surveillance and access control measures? - No sound plan or timeline for securing and preparing a facility. - No contingency or fallback plan for alternative facility.		56-58
- Insufficient detail is provided to give a good sense that FACS fully understands the magnitude of the facility challenge before them.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates 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. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- FACS plans to hire a Business Manager		62
Concerns/Questions		Page
Org Chart does not provide clear delineation of reporting structure other than the three main leaders and the Business Mngr. No role for related bodies such as advisory boards or parent/educator councils, or external organizations playing a role in managing the school. Recruitment and hiring strategy is minimal and does not provide confidence of resulting in strong team hired into key staff positions in time for students by August '22.		59-67
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- FACS plans to hire a Business Manager		62
Concerns/ Questions		Page
- No Attachment H was provided to demonstrate strong track record of team establishing and maintaining a strong team. - Can't tell if the evaluation plan is in full support of State requirements for teachers and administrative leaders.		59-67 & 108

- No Employee Manual provided.
- Attachment I states that FACS will adopt WCS' manual.
- No budget for additional staff that may be needed.
- All of the Initial Concerns remain unanswered
- Can FACS attract and keep the level of certified staff they claim they'll hire with the pay scale shown on page 65?

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
- Shows 5 PD days in the schedule, and 40-hours of PD prior to the start of school, with lists of topics to be covered.		68-71
Concerns/Questions		Page
- Uncertain as to how those topics and times are in compliance with TNDoE requirements. PD can get very expensive and the budget of \$250/staff member does not appear to be sufficient.		68-71
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Show 5 PD days in the schedule, and 40-hours of PD prior to the start of school, with lists of topics to be covered.		68-71
Concerns/ Questions		Page
- Uncertain as to how those topics and times are in compliance with TNDoE requirements. - PD can get very expensive and the budget of \$250/staff member does not appear to be sufficient. - Oral responses gave very general statements as to how they would ensure compliance, and highlighted an apparent lack of knowledge and understanding on how to manage such a program to ensure compliance.		68-71

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Insurance levels are consistent with what WCS requires of our contractors.		72
Concerns/Questions		Page
Unable to tell if the levels shown are consistent for such a charter entity.		
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Insurance levels are consistent with what WCS requires of our contractors.		72 & 108
Concerns/ Questions		Page
Unable to tell if the levels shown are consistent for such a charter entity.		72 & 108

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: - The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. - The applicant has a sound plan for oversight of its transportation operations. - The applicant has a plan for transporting special needs students where necessary. - The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None identified		73
Concerns/Questions		Page
Assumes all parents will provide transportation for their students. Fallback option is for WCS to provide all transportation or contract for them, but there are no funds budgeted for transportation needs.		73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None identified		73
Concerns/ Questions		Page
- No comprehensive transportation plan has been provided. - FACS assumes all parents will provide transportation for their students. - No real alternative plan, nor funds budgeted for transportation. Leaves any subsequent transportation issues to WCS, or a contractor that FACS has <u>not</u> budgeted for.		73

- "No off campus extracurricular activities or field trips will be planned for these students" (also found on page 33).

- FACS has decided to place the Exec Dir in-charge for transportation services vice the Business Manager - not sure why.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
- Is aware of the Free and Reduced meal program, and intends to maximize its use.		74
Concerns/Questions		Page
- Application mentions the National School Lunch Program (NSLP).		74
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
- FACS is aware of the Free and Reduced meal program, and intends to maximize its use. Has awareness of various school meal programs.		74
Concerns/ Questions		Page
- Application mentions the National School Lunch Program (NSLP), but during the oral discussions it was clear that FACS does not have knowledge or experience in establishing a qualifying NSLP within TNDoE. - FACS was not aware of the timeline for getting such a program approved, nor the contract vendor approvals required.		74
- ExDir will be responsible for running the Free & Reduced meals program, not the Business Mngr whom is assumed to be managing this operational area.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: - The applicant provides a detailed plan for using technology within the classroom and for state assessments. - The applicant provides a compelling data management plan that protects the privacy of student information. - The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. - The applicant outlines detailed safety and security plans for students, staff, guests, and property. - The applicant specifies a maintenance plan for school facilities. - For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None identified		75-76
Concerns/Questions		Page
<u>Technology:</u> Very limited IT budget amounts. Shows budget for 120 Chromebooks in the Yr-1 budget. Only mention of technology devices is on Page 75 indicating “ <i>Third graders will be given devices needed to access state-mandated assessment.</i> ” Budget does not appear to include funds for the multitude of Instructional IT apps that WCS's autism students use. Thus, it does not appear that FACS understands the value and cost of these apps. No indication of FERPA protection software in the proposed budget.		75-76
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
None identified		75-76
Concerns/ Questions		Page
<u>School Health:</u> No nursing support planned or budgeted. Application states “ <i>No state policy currently exists.</i> ” Thus, it does not appear that FACS understands the nursing needs of many WCS students with disabilities requiring the various nursing procedures, such as tube feedings, on a daily basis. <u>Safety Plans:</u> None provided. The application provides very general info, but nothing specific to daily operations,		75-76

nor what access control and surveillance equipment/measures will be needed since they do not have a firm facility agreement yet. No Safety Response Plan was provided either.

School Maintenance: FACS will rely on the Landlord for all school maintenance. Unclear if this includes maintenance on furniture, access control and surveillance systems, or other non-built-in equipment. Also, not clear if Landlord's furniture will be used in all areas or if FACS will provide. The start-up timeline shows tasks for seeking surplus and/or donated furniture. Yr-1 budget does show \$13,000 for some staff/student furniture purchases, which is considered a very small amount for start-up furniture.

- None of the Initial Review concerns were resolved.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the 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		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: - The leadership team is identified, together with their roles and responsibilities. - As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. - The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. - The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: Insurance levels are consistent with what WCS requires of our contractors. Weaknesses/Questions: Lack of details and specifics. No transportation plan. No Nursing plan. Low IT budget. No Safety & Security or Response plans. No definitive facilities agreement from which to plan around.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths (If Any) Weaknesses: XXXXXXXXXXXXXXX The lack of details or tailored information provided in the application, coupled with the vague responses provided during the 9 March '2021 virtual meeting, left large uncertainty as to FACS' knowledge, understanding, and ability to <u>independently</u> establish and maintain a robust school. Although the proposed ExDir lists almost 4- years of experience as CFO/COO of multi-state autism and health clinic organizations, including establishment of several sites from the corporate level, there does not appear to be experience in managing the on-site day-to-day functions of establishing and running a new school. The fact that FACS does not plan on partnering with a larger network of such schools for its establishment and initial operations raises concerns as to the fallback options/support available to FACS to recover and meet the opening date expectations.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
ExDir has an MBA and over 12-yrs experience in fiscal systems.		100-101
Concerns/Questions		Page
- <u>Lease</u> : Verbal lease discussions show a very competitive rate (\$12/SF) given the current rental market in WilCo (\$26/SF). If this site falls through then facility costs could go up \$140,000 or more. -No Transportation Budget. - IT budget appears low considering FERPA and Instructional IT software needs.		Yr-1 Budget
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
ExDir has an MBA and over 12-yrs experience in fiscal systems.		100-101
Concerns/ Questions		Page
- Verbal lease discussions show a very competitive rate given the current rental market in WilCo. If this site falls through then facility costs could go up \$140,000 or more. -No Transportation Budget. - No Nursing Budget.		Yr-1 Budget 109

- No facilities modifications budget.
- No budget for additional staff that may be needed.
- IT budget appears low considering FERPA and Instructional IT software needs.
- Low PD budget
- Not clear if FACS is interpreting Tennessee BEP allocations correctly, which could significantly impact the operating funds available to them.

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Does not intend to partner with any network, not even for start-up assistance.		82
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: ExDir has an MBA and over 12-yrs experience in fiscal systems. Weaknesses/Questions: - Budget is very very lean		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: ExDir has an MBA and over 12-yrs experience in fiscal systems. (If Any) Weaknesses: Verbal lease discussions show a very competitive rate given the current rental market in WilCo. If this site falls through then facility costs could go up \$140,000 or more, plus any unbudgeted tenant improvements. -No Transportation Budget. - IT budget appears low considering FERPA and Instructional IT software needs with no indication if those needs are included in the budget. - No Nursing Budget. - No facilities modifications budget. - No budget for additional staff that may be needed. - Not clear if FACS is interpreting Tennessee BEP allocations correctly, which could significantly impact the operating funds available to them.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
None presented.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the “Final Application Review” area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the “Final Application Review” area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Rachel Hopp

Proposed School Name: Foundations Autism Charter School (FACS)

Application includes an Executive Summary.

Yes

☐

No

☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
This charter school aims to serve a the population of students with Autism and are proposing to serve these students by using evidence based teaching strategies rooted in applied behavior analysis (ABA). FACS aims to have a strong connection with parents and will be providing parent training.		4
Concerns/Questions		Page
The charter school mission statement does not show measurable procedures, how will they measure "lasting change". What programming based in Applied Behavioral Analysis will the school be using to offer a strong curriculum? Who will be providing the parent training? What is "best level" educational support?		4 & 5
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
This charter school aims to serve a the population of students with Autism and are proposing to serve these students by using evidence based teaching strategies rooted in applied behavior analysis (ABA). Aims to close the learning gap, as well as aims to have a strong connection with parents and will be providing parent training.		4
Concerns/Questions		Page
In the interview, the FACS team mentioned that this school would focus on a blend of academics and ABA, what would that blend be and how would it be decided? Who is conducting parent training and how will they be providing the families with support? Parent involvement was not discussed during the interview with the team. There is no measurable factors listed or determined in this section. What is "best level" educational support?		4

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The FACS clearly defines the Williamson County School area as their target population.		5
Concerns/Questions		Page
Will both students with medical and educational diagnoses of Autism be accepted? In addition, can other students with differing diagnoses be accepted? What will recruitment look like for this school? How will the school determine that FACS is the least restrictive environment? It is stated that those identified with Developmental Disabilities and other disabilities are likely to qualify for an ASD diagnosis, this is not always true. Autism is not currently the number one disability in Williamson County. We did not see a sound rationale for why the school would be located in the proposed church. What is the ratio for staffing? The ratio differs between 5:1 and 3:1 between paragraphs.		5 & 6
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Mr. Byrdsong noted the number of individuals diagnosed with Autism is increasing every year. They plan to partner with other successful charter schools around the county,		6
Concerns/Questions		Page
In regards to the question and answer section, there is confusion over what age range this school is aiming to serve. Will both students with medical and educational diagnoses of Autism be accepted? In addition, can other students with differing diagnoses be accepted? How will the school determine that FACS is the least restrictive environment? It is stated that those identified with Developmental Disabilities and other disabilities are likely to qualify for an ASD diagnosis, this is not always true. Autism is not currently the number one disability in Williamson County. In interview, stated that the proposed church will be utilized due to availability. In interview stated personal experiences but did not have parent letters or concerns to prove need (page 45). No chart or expectations of numbers were provided for enrollment. What is the ratio for staffing? The ratio differs between 5:1 and 3:1 between paragraphs.		45 & 6 & 9

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicants aim to find the level of each student's building block skill set through the use of the VB-MAPP and the ABLLS-R. In addition, they describe the verbal behavior skill set the assessments will be targeting as well as life skills the ABLLS focuses on assessing.		11 & 13
Concerns/Questions		Page
What specific academic programming will you be using? This is not specified in the proposal. Will staffing be sufficient to provide the 1:1 staffing to provide the discrete trial teaching and behavioral goals? What model will be used to implement blended learning? Aims Web is a skilled based not standard based assessment. How does the VB-MAPP and ABLLS align with the Tennessee state standards? In addition, repeatedly in the proposal (page 10), the FACS team refers to a functional analysis being a part of verbal behavior and created by B.F. Skinner, the functional analysis is used to determine the function of behavior and was created by Brian Iwata (Iwata et al., 1982/1994).		10
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicants aim to find the level of each student's building block skill set through the use of the VB-MAPP and the ABLLS-R. In addition, they describe the verbal behavior skill set the assessments will be targeting as well as life skills the ABLLS focuses on assessing.		11 & 13
Concerns/Questions		Page
During the interview process, the applicants did not state any specific academic programming, they kept stating that they would find things that were evidenced based, and if certain programming they were using they would try something else. This is concerning as it seems there has not been enough research done in this area. Will students have access to peer models? Social thinking is discussed as a program to be used but this program has not met WhatWorks Clearing House standards as an evidence based procedure in the ABA field. In addition, repeatedly in the proposal (page 10), the FACS team refers to a functional analysis being a part of verbal behavior and created by B.F. Skinner, the functional analysis is used to determine the function behavior and was created by Brian Iwata (Iwata et al., 1982/1994).		10

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS will have an IEP for each student with individualized goals to measure. In addition, they were very clear that a student must participate in 50% of the school day in order to be marked present.		20
Concerns/Questions		Page
There is no specified plan for RTI given in this proposal. In addition, the retention policy does not specify what the retention plan will look like. FACS states that they will align grade level goals with Tennessee state standards, but does not specify how they will do this. Finally, there is no specified exit plan, how will they determine the appropriate exit steps? How will you select a curriculum for reading, math, science, social studies, and writing that are not stated in this proposal?		20 & 25
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS will have an IEP for each student with individualized goals to measure. In addition, they were very clear that a student must participate in 50% of the school day in order to be marked present.		20
Concerns/Questions		Page
During the interview, when asked about choosing a curriculum for reading, math, science, social studies, and writing, Ms. Johnson stated that she would "review research-based curriculums". When asked about RTI during the interview portion and how they would identify gaps in skill, Ms. Johnson responded "If something isn't working then you find something that is working, keep data, review where they are – may be another program. Also would want to look at your antecedent data, is it behavior related? Then address that area." These answers provided in the interview did not answer questions/concerns or provide detail.		20 & 25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: - The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. - There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. - The applicant identifies specific ways to transform the existing school culture while respecting the school's history. - If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. - If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Each student will be assessed using an ABA based assessment (i.e. VB-Mapp) upon entry in to the school. In addition, FACS aims to collect data every day. They also have a clear plan to send report cards home every 9 weeks.		27
Concerns/Questions		Page
How often will the students receive educational and ABA based assessments? Who is conducting these assessments? What will the ABA section of the IEP look like? The proposal states IEP meetings will be held at the end of the year, will they be able to hold 120 IEP meetings at the end of the year?		N/A
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
In the interview, Ms. Homishak stated that each student would receive an ABA based skill assessment before starting the school year.		27
Concerns/Questions		Page
They do not state how often assessments will be given. Will this be every six months, every year, or just upon entry to the school? Will one BCBA be able to assess all 120 students before the start of the school year? How will you decide what assessment is most appropriate for each student? When asked how they will measure knowledge to align with state standards, Ms. Johnson stated "FACS will have to research this area but will use EOC or AIMSweb type of assessments. They will have to price and then then select assessment tools that meet the state standards." It is a large concern that specifics cannot be given in this area.		N/A

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
They will have 180 school days. They will follow the Williamson County School calendar. FACS provided a mock general daily schedule.		31 & 32
Concerns/Questions		Page
How will they be delivering the state required amount of PE? Is the after school program separate from the IEP? How will students qualify for after school programming? What is the correct ratio for instruction it differs throughout the proposal? Will there be a weather day bank built in? How much of the schedule provided will be 1:1 instruction and how much will be group time? How do students qualify for the after school/break services that are detailed on page 33?		9, 32, & 33
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
They will have 180 school days. They will follow the Williamson County School calendar. FACS provided a mock general daily schedule.		31 & 32
Concerns/Questions		Page
FACS stated in the interview that they do not currently have a plan for PE, but that students who receive OT will have that movement time. Having occupational therapy services does not qualify as required physical education time. Is the after school program separate from the IEP? How will students qualify for after school programming? What is the correct ratio for instruction it differs throughout the proposal? Will there be a weather day bank built in? How much of the schedule provided will be 1:1 instruction and how much will be group time? How do students qualify for the after school/break services that are detailed on page 33?		9, 32, & 33

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The team has a certified special education teacher on the executive board as well as a board certified behavior analyst. Dr. Homishak, BCBA has 15 years experience of designing applied behavior analysis programs. Ms. Johnson has worked in special education for 18 years.		35
Concerns/Questions		Page
How do you determine a student has made sufficient progress to transition to a less restrictive environment? Is there set criteria to transition back? How will we successfully transition from one environment to another?		38
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The team has a certified special education teacher on the executive board as well as a board certified behavior analyst. Dr. Homishak, BCBA has 15 years experience of designing applied behavior analysis programs. Ms. Johnson has worked in special education for 18 years.		35

Concerns: Ms. Johnson is the leadership for the special education portion of this school but could not answer specific questions about what evidence based teaching modalities that they would be using, only that they would do research and pick programs that were evidence based. Ms. Homishak will not be on site to help support the staff and school. This is a large concern if this school aims to be an "ABA based" charter school and there is no lead BCBA on site. It is stated that students will be assessed each year with the objective of placement, can this only be determined once a year? How will LRE be determined?

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS aims to create a unique environment for students, staff, and parents. In addition, they plan to utilize Crisis Prevention Intervention (CPI) for any crisis situations.		40 & 42
Concerns/Questions		Page
Will there be a PBIS program in place at the school? Does not state a manifestation would occur upon suspension, just that it is an option. Does an expulsion mean you would be returning to a less restrictive environment which is your homeschool? How does this affect student safeguards? There was no student handbook provided just that it "will be provided to or required of the students and families". The bully policy includes behaviors such as verbal harassments, property destruction, and physical assault which can be common behaviors in this population, do these behaviors automatically qualify as bullying regardless of function?		39, 41, & 42
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS aims to create a unique environment for students, staff, and parents. In addition, they plan to utilize Crisis Prevention Intervention (CPI) for any crisis situations.		40 & 42
Concerns/Questions		Page
In the interview the FACS team stated that there were no plans to put in a school wide PBIS system at this time. Does not state a manifestation would occur upon suspension, just that it is an option. Does an expulsion mean you would be returning to a less restrictive environment which is your homeschool? How does this affect student safeguards? There was no student handbook provided just that it "will be provided to or required of the students and families". The bully policy includes behaviors such as verbal harassments, property destruction, and physical assault which can be common behaviors in this population, do these behaviors automatically qualify as bullying regardless of function?		39, 41, & 42

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant clearly states on page 43 that all students must have "an IEP stating Autism as the primary disability and a medical form with an Autism diagnosis completed by a Board Certified doctor".		43
Concerns/Questions		Page
There was no attachment to this proposal stating the applicant's enrollment policy that states how they will comply with state laws and district policies. What if the student does not have Autism as a primary disability but a secondary disability on their IEP, are they still able to attend? It is stated that students who withdraw will have to start the application process over, what if the IEP team decides this is the most appropriate placement for the student?		43
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Will partner with a variety of Autism organizations: Autism Tennessee, Kid Central TN, Autism Society of Middle Tennessee, and Autism Speaks.		44
Concerns/Questions		Page
In the proposal, it is stated that a student needs to have both an educational and medical diagnosis (listed as a strength initially), but in the interview the team stated that they would only require one diagnosis. In addition, they stated in the proposal that students can only sign up at the beginning of the year, in the interview they stated the student can come at any time the IEP deems appropriate. There are no specifics in this plan on how to provide outreach and support for English learners and other at risk students. Will there be a bi-lingual staff members to provide support?		43 & 44

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS plans to partner with local autism organizations to engage parents and community members. They stated parents may have an opportunity to volunteer if they pass a background check.		45
Concerns/Questions		Page
It is stated clearly on page 45 that FACS does not have any letters of support from the target population, parents, or community members. What type of opportunities will FACS have for parents to volunteer?		45
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
FACS stated during the interview portion that they have support from Senator Hale.		
Concerns/Questions		
When asked about community support in the interview, the FACS team gave antidotal reports about conversations in the past that have happened with community members. There are no written statements given. Although support from a senator is noted, Senator Hale is not Williamson county's representative. What will the volunteer opportunities for parents look like?		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: FACS clearly stated that the population they aim to serve is within the Williamson County Schools community and they plan on partnering with local Autism organizations in the local community. They plan to initially assess each student using ABA based assessments (i.e. VB-MAPP and ABLLS-R), and to collect data each school day. Weaknesses/Questions: What are the specifics of the academic programming FACS will be teaching their students? How will they be determining criteria for a students least restrictive environment and how will they transition them, if necessary?		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS did a great job of identifying that they want to serve the population within the Williamson County school district and they clearly have a great deal of passion. (If Any) Weaknesses: This team did not come prepared for the interview. They did not have a copy of the proposal available. They kept restating that they will provide evidence based academic programming and assessments but could not give specifics on this. It is a concern that the team has brought no evidence of community support. Further, it is a large concern that this is an ABA based school and no lead BCBA will be on the grounds of the school to provide the supervision the RBT's and students ethically deserve.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Mr. Byrdsong, Dr. Homishak, and Ms. Johnson all have different areas of expertise.		35
Concerns/ Questions		Page
None of the team members have opened a charter school before, only ABA based businesses. What resources will the team utilize if they have questions or ensuring that they are meeting all standards continuously?		35
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
All board members contain different areas of experience and expertise.		35
Concerns/ Questions		Page
There is a strong concern that two board members are related and in executive director positions that would be necessary to sign checks and make financial decisions. Mr. Byrdsong is the executive director as well as the business and operations manager, but currently is facing bankruptcy charges for a separate company, how does this affect FACS and his expertise? Ms. Johnson is currently listed as the treasurer but there is no previous experience in a role such as this. During the interview when asked, Dr. Homishak stated that she does not currently have plans to move to Tennessee to be on site at the proposed charter school. How will she be able to provide the supervision ethically needed to students and staff as well as direct student curriculum remotely?		110 & 50

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has an immediate plan to train all staff in benefit programs as well as HR policies right when they are hired.		51
Concerns/Questions		Page
When is application deadline for parents? Multiple deadlines are mentioned in the chart. There were no BCBA's, School Psychologists, nurse, janitorial, or office staff listed in the budget. Since BCBA's are a critical foundation in their proposed plan for an ABA based school, how will this work? What about students whose IEP mandates that they need these services? When would the IEP meetings prior to school take place. On page 43 it states there would be no lottery, but on page 53 it states that there will be a lottery.		110, 43, & 53
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has an immediate plan to train all staff in benefit programs as well as HR policies right when they are hired.		51
Concerns/ Questions		Page
In the interview Mr. Byrdsong stated that he was planning on hiring teachers that hold general education certifications, special education certifications, as well as their BCBA credentials. This is an extremely rare combination and the compensation in the proposed budget does not match the market value for a BCBA. When asked to see an agreement for the space FACS would be leasing, he could not provide that. When asked what would happen if his funding source, of which he has a verbal agreement, would not hold up, he stated that they would "find another source". When is application deadline for parents? Multiple deadlines are mentioned in the chart. There were no BCBA's, School Psychologists, nurse, janitorial, or office staff listed in the budget. Since BCBA's are a critical foundation in their proposed plan for an ABA based school, how will this work? What about students whose IEP mandates that they need these services? When would the IEP meetings prior to school take place. On page 43 it states there would be no lottery, but on page 53 it states that there will be a lottery.		43, 53 & 110

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths identified at this time.		No page number listed
Concerns/Questions		Page
The proposal describes an "ideal facility" but does not describe the actual facility. How will they ensure that they will find a facility that has all the amenities described? When asked to explain the facility related to the budget in the proposal, it is stated that it "will be able to be acquired with the available funds". How can this be guaranteed? Finally, it is stated that the team has not toured any facilities.		No page number listed
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths identified at this time.		No page number listed
Concerns/ Questions		Page
It is a serious concern that the facility being used would also being used for a daycare. How will FACS ensure child safety as well as confidentiality? In addition, how will FACS be able to update the space to accommodate any needs students may have when it is a shared space? While being interviewed, FACS was unable to answer this question. FACS could not provide a legally binding agreement that they would be able to have this space for their charter school, only a report of a verbal agreement. The budget for furniture is extremely low. In the interview, Mr. Byrdsong stated that he was not aware that playgrounds had to meet state requirements.		No page number listed

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates 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. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The executive board roles are defined and stated clearly in the packet. In addition, FACS aims to hire RBT's or those who have a level of expertise in ABA.		No page number listed
Concerns/Questions		Page
There was no budget for BCBA's to be on staff, how will you provide the ethical standards set out by the BACB with one BCBA (120 students/ 12 students per BCBA to meet ethical standards= 10 BCBA needed)? Will Dr. Sheri be moving to Tennessee to run this program? How will they determine what potential hires are "top level, experienced professionals in the field of Autism".		110 & No page number listed
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The executive board roles are defined and stated clearly in the packet. In addition, FACS aims to hire RBT's or those who have a level of expertise in ABA.		No page number listed
Concerns/ Questions		Page
It was stated in the interview that Dr. Sheri will not initially be moving to Tennessee to lead this program. Who will be providing the necessary supervision to students and RBT's? In addition, the team stated that they will aim to hire teachers that are both BCBA's and teachers. The teacher budget is not accurate for a BCBA hire, in addition, the number of BCBA's who also hold a teaching credential is limited, how will you ensure that you are able to obtain these applicants? Stated in the interview that they will hire SLP's and OT's but there is no money budgeted for this. No general education teachers listed in the proposal. Is FACS aware that teach for America, where they plan to recruit, are individuals without any educational experience?		110

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Staff will be provided training before the school year on human resource benefits.		No page number listed
Concerns/Questions		Page
Will FACS be paying for BCBA professional development in order to keep their credentials? This would mean paying for individual continuing education credits, or conferences. It is critical for BCBA's to receive CEU's to ensure ethical treatment programming for their students. CEU's can be costly for the provider. How will the alternating Wednesday closures affect IEP and instructional minutes required by the state? Will you be providing the RBT training as well as paying for those examinations? What professional development looks like is not clearly defined. Will FACS be compensating the BCBA's for the supervision and training needed to supervise RBT's? When will individual meetings occur between BCBA's and RBT's for supervision?		No page number listed
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
In the interview, it was stated that FACS would follow the scheduled professional training days at WCS to make it easier for parent to coordinate childcare.		No page number listed
Concerns/ Questions		Page
Will FACS be paying for BCBA professional development in order to keep their credentials? This would mean paying for individual continuing education credits, or conferences. It is critical for BCBA's to receive CEU's to ensure ethical treatment programming for their students. CEU's can be costly for the provider. How will the alternating Wednesday closures affect IEP and instructional minutes required by the state? Will you be providing the RBT training as well as paying for those examinations? What professional development looks like is not clearly defined. Will FACS be compensating the BCBA's for the supervision and training needed to supervise RBT's? When will individual meetings occur between BCBA's and RBT's for supervision? Who is responsible for providing training on the staff training days?		No page number listed

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has given a sample of what commercial package policies and umbrella liability policies would look like and cost.		No page number given
Concerns/Questions		Page
This insurance does not cover professional liability for your BCBA's, how will you address this? Sexual abuse liability and surety bond is also not stated in this sample. Finally, there was no company letter (would be attachment J) to confirm the coverage if the charter school were to be accepted.		No page number given
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has given a sample of what commercial package policies and umbrella liability policies would look like and cost.		No page number given
Concerns/ Questions		Page
This insurance does not cover professional liability for your BCBA's, how will you address this? Sexual abuse liability is also not stated in this sample. Finally, there was no company letter (would be attachment J) to confirm the coverage if the charter school were to be accepted.		No page number given

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I did not identify in a strength in this area.		No page number given
Concerns/Questions		Page
How will transportation be provided to the students of FACS? It is stated in the proposal that parents would be responsible, but what if a parent cannot commit to driving their child each day, would they no longer be able to enroll?		No page number listed
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
After the interview and hearing that the FACS team does not plan on providing transportation at this time, I cannot identify a strength at this time.		No page number given
Concerns/ Questions		Page
The FACS team stated that they will not be providing transportation during the interview, so how will these students get to school? What if transportation is designated as necessary in the IEP? What if there is a school outing, will parents have to drive their children?		No page number given

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths identified at this time, all information was entirely vague.		No page number listed
Concerns/Questions		Page
How will you be providing food services and accommodate allergies and dietary restrictions? It is stated that FACS will "look" at different food providers but did not detail what companies or how a decision would be made. How will FACS collect free and reduced price information? In the proposal it just states that the school will "employ various strategies" to do this.		No page number listed
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths identified at this time, specifically hearing that FACS was unaware of having to accommodate dietary restrictions.		No page number provided
Concerns/ Questions		Page
How will you be providing food services and accommodate allergies and dietary restrictions? It is stated that FACS will "look" at different food providers but did not detail what companies or how a decision would be made. FACS stated that they did not have a plan to accommodate dietary restrictions		No page number provided

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS was able to state the FERPA regulations when asked about this section.		No page number listed
Concerns/Questions		Page
A detailed plan of using technology for assessments was not given. There is no plan for if students needed assistive technology. How will you train staff on the FERPA regulations? How will you assist students with severe medical issues? How will security be ensured and outlined?		No page number listed
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS was able to state the FERPA regulations when asked about this section.		No page number listed
Concerns/ Questions		Page
Stated in the interview that they did not know they had to hire a registered nurse. How will students who require medications or have seizures receive treatment? Will you have seclusion rooms? What will these look like? In the interview, Mr. Byrdsong stated that they do want a nurse full time but he "didn't want to throw it in the budget day 1". Mr. Byrdsong also stated that if the WCS students could not be in a shared space with the preschool, they would have to "figure this out".		No page number listed

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the 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		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: - The leadership team is identified, together with their roles and responsibilities. - As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. - The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. - The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: They have a board full of members with different expertise. They aim to hire individuals with some level of expertise in the field of ABA. Weaknesses/Questions: How will students of FACS be transported to school if it is not provided? What if these students have transportation listed as a necessity in their IEP? Will the staff that are unlisted in the budget (e.g., BCBA's, nurses, School Psychologists) still be hired? If so, how will they budget for this?		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: They have a board full of members with different expertise. They aim to hire individuals with some level of expertise in the field of ABA. (If Any) Weaknesses: FACS failed to detail the roles that they would need to accomplish their goals (e.g., BCBA's, general education teachers, nurses). It is a large concern that there is not a nurse on site for students with severe medical issues or in case of emergency. In addition, they did not accurately budget for those roles. In the interview Mr. Byrdsong stated that he was unaware of facility space and could not provide lease agreements. Additionally, it is concerning that they did not have a plan to accommodate the dietary restrictions for the students at their school. Not being able to provide transportation for students who may live across the county would put a large amount of pressure on families and may limit what students are able to attend, particularly those students who may not have access to larger resources. Finally, it is a large weakness that a school rooted in ABA would not have an on-site lead BCBA to provide direction and supervision. Instead, the applicants should not that they have remote consultation abilities with a BCBA, which is drastically different than what the proposal states.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS has applied for grants to fund the charter school.		109
Concerns/Questions		Page
Are these grants guaranteed, or is it possible that FACS will not obtain these grants? If they are not obtained, are there other grants they are planning to apply for?		109
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has applied for grants to fund the charter school.		109
Concerns/ Questions		Page
The FACS team was unable to answer what portion of the "academic materials" were allotted to the assessment materials and crisis training. In addition, when asked what would happen if FACS does not obtain the grants they applied for, they stated that they would "find other grants". It is a continued concern that Mr. Byrdsong is responsible for budgeting when he has a bankruptcy charge for a separate business endeavor.		109

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The FACS team has applied for grants to fund their charter school. Weaknesses/Questions: What will the FACS team do to ensure funding if they do not receive the proposed grants? Not all items are budgeted for in the proposed plan (e.g., assessments).		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The FACS team has applied for grants to fund their charter school. (If Any) Weaknesses: When asked in an interview what will occur if FACS does not receive funding, Mr. Byrdsong stated that they would "find another funding resource. When asked how likely it is for this grant to be approve, Mr. Byrdsong stated that they do not have that information but they are aware that another charter school that has a similar age group was funded in the past.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page



Department of
Education

Charter Schools

**TENNESSEE CHARTER SCHOOL APPLICATION SCORING
CRITERIA**

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide "a standard application format" (TCA 49-13-116), and "scoring criteria addressing the elements of the charter school application" (SBE Rule 0520-14-01-.01(1)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as "Meets or Exceeds the Standard." Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer "establishes all applicants a common standard of excellence" mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the school, a clear demonstration of the school's ability to serve the community, and a clear demonstration of the school's ability to serve the community. The authorizer shall ensure that all applicants demonstrate the following: a clear demonstration of the school's ability to serve the community, a clear demonstration of the school's ability to serve the community, a clear demonstration of the school's ability to serve the community, and clear evidence of the applicant's capacity to execute its plan successfully." An application that meets a recommendation for approval shall be approved by the authorizer.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the categories shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must be "Meets or Exceeds the Standard."

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" (TCA 49-13-110(a)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, please HIGHLIGHT your selection.
 - b. Use the "Strengths" area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the "Concerns/Questions" area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: STACY PARISH

Proposed School Name: FOUNDATIONS AUTISM CHARTER SCHOOL
(FACS)

Application includes an Executive Summary.

Yes

☐

No

☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: - The mission statement is clear, concise, compelling and measurable. - The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). - When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. - The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS' MISSION AND VISION STATEMENTS EMBRACE A PHILOSOPHY OF INCLUSION AND EQUITY; INTENT TO INCORPORATE ABA-TRAINED PROFESSIONALS; AND ENHANCEMENT		4
Concerns/Questions		Page
THERE ARE STILL SOME GRAY AREAS REGARDING WHETHER POTENTIAL STUDENTS MUST HAVE A MEDICAL DIAGNOSIS OF AUTISM IN ORDER TO BE ACCEPTED FOR ENROLLMENT, OR IF DEVELOPMENTAL DELAY IS A CRITERION FOR ENROLLMENT.		5, 13
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
THE GOAL IS FOR FACS TO ENABLE STUDENTS TO RETURN TO TRADITIONAL SCHOOL SETTINGS.		4
Concerns/Questions		Page
THERE IS NOTHING THAT SUPPORTS OR REINFORCES THE IDEA OF MORE ROBUST PARENT INVOLVEMENT (#6, TCA). ALSO, THROUGHOUT THE PROPOSAL, THERE IS A LACK OF SPECIFIC AND MEASURABLE METRICS.		TCA; P.4

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY

Characteristics of a strong response:

- The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools.
- The applicant provides a sound rationale for selecting the community where the school will locate.
- The enrollment summary and demographics charts are complete and contain reasonable enrollment projections.
- ~~For existing operators, the use of different enrollment practices is clearly explained.~~

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

APPLICANT STATES THAT ENROLLMENT WILL BE YIELDED FROM WILLIAMSON COUNTY DISTRICT.

5

Concerns/Questions

Page

THERE ARE SIGNIFICANT INACCURACIES REGARDING THE POTENTIAL "POOL" OF RECRUITS FROM WILLIAMSON COUNTY. AGAIN, THE DETERMINANT OF A DIAGNOSIS OF AUTISM VS. DEVELOPMENTAL DELAY IS VERY VAGUE.

5-9;

86-87

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

SEE ABOVE "STRENGTH."

5

Concerns/Questions

Page

I HAVE SERIOUS CONCERNS THAT THE TARGETED ENROLLMENT NUMBER OF 120 STUDENTS IS ARBITRARY AND UNREALISTIC. FURTHER, THE APPLICANT PROVIDES ONLY ANECDOTAL EVIDENCE THAT THERE ARE UNMET NEEDS THAT FACES

43-44

WOULD FILL. NO HARD DATA IS PROVIDED ON THIS TOPIC. FURTHER, APPLICANT WAS GIVEN THE OPPORTUNITY (AND WAS ENCOURAGED TO DO SO) TO PROVIDE EVIDENCE, RESEARCH CITATIONS, AND SUPPORT, AND FAILED TO DO SO.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
APPLICANT FULLY INTENDS TO BE COMPLIANT WITH STATE STANDARDS.	—	
Concerns/Questions	Page	
THERE IS MUCH CONFLICTING AND MISSING INFO RE: CURRICULUM & ACADEMIC PLANNING, PARTICULARLY WITH REGARD TO ABA AND THE INDIVIDUAL STUDENTS' FUTURE MATRICULATION. MORE "GRADES" ADDED? BACK TO WCS?	10-19	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
SEE ABOVE.	—	
Concerns/Questions	Page	
DURING THE INTERVIEW, APPLICANTS DID NOT FULLY/ SATISFACTORILY ANSWER FOLLOW-UP QUESTIONS.	N/A	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS

Characteristics of a strong response:

- Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning.
- Academic goals support the mission and vision of the school.
- The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals.
- There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals.
- The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.
- Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined.
- The school's promotion/retention and exit policies and standards are rigorous and clearly defined.

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

APPLICANT HAS INTENTIONS TO BE FULLY COMPLANT WITH TENNESSEE STATE STANDARDS.

20-25

Concerns/Questions

Page

THERE ARE MANY QUESTIONS/CONCERNS REGARDING SUCCESS METRICS, DISCIPLINARY ACTIONS, RETENTION OR DISMISSAL, AND THE PATH FORWARD IF THE STUDENT IS DISMISSED FROM FACS.

20-25

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

SEE ABOVE

Concerns/Questions

Page

APPLICANT DID NOT CONFIRM, CLARIFY, OR AUGMENT THE INFORMATION DURING THE INTERVIEW OR AFTERWARD.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

N/A

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE

Characteristics of a strong response:

- The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience.
- There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion.
- The applicant identifies specific ways to transform the existing school culture while respecting the school's history.
- If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues.
- If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Concerns/Questions

Page

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Concerns/Questions

Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

N/A

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE

Characteristics of a strong response:

- The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements.
- The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities.
- The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Concerns/Questions

Page

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Concerns/Questions

Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: - Internal assessments will provide rich data for evaluation of the academic program and align with state standards. - A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
"FACS WILL PROVIDE STUDENTS WITH PROGRESS REPORTS, INTERIM PROGRESS REPORTS, AND REPORT CARDS IN COMPLIANCE WITH TENNESSEE STATE GUIDELINES."		27
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FORMATIVE AND SUMMATIVE ASSESSMENTS WILL BE DONE PERIODICALLY.		29
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE

Characteristics of a strong response:

- The school calendar (**Attachment A**) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction.
- The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan.
- Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.

Initial Application Review

☒ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

CALENDAR IS COINCIDENTAL WITH WCS ANNUAL CALENDAR;
INTERVENTIONS, ~~INTERVENTIONS~~ AND AFTER SCHOOL/
SUMMER ACTIVITIES ARE PROPOSED.

31-

34

Concerns/Questions

Page

NONE.

—

Final Application Review

☒ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

NO FURTHER INFO GIVEN IN INTERVIEW.

—

Concerns/Questions

Page

NONE.

—

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS

Characteristics of a strong response:

- The leadership team has strong experience working with special populations.
- The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations.
- There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students.
- The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success.
- The applicant has well-defined plans for monitoring and evaluating progress and exiting students.

Initial Application Review

☐ Meets or Exceeds Standard

☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

DR. HOMISHAK AND MS. JOHNSON HAVE IMPRESSIVE CREDENTIALS AND EXPERIENCE IN SPECIAL EDUCATION

35-38

Concerns/Questions

Page

MR. BYRDSONG'S CREDENTIALS AND/OR EXPERTISE IN WORKING WITH SPECIAL POPULATIONS, OTHER THAN HIS PERSONAL CHILD, ARE NOT PROVIDED. WHAT ARE HIS QUALIFICATIONS TO ACT AS THE "EXECUTIVE DIRECTOR" OF THIS INSTITUTION?

Final Application Review

☐ Meets or Exceeds Standard

☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

(NO FURTHER INFO GIVEN TO SUPPORT OR REFUTE.)

CONCERNS/QUESTIONS:

WHEN ASKED WHETHER SHE WOULD RELOCATE FROM ARKANSAS TO TENNESSEE, DR. HOMISHAK DID NOT ANSWER AFFIRMATIVELY.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS INTENDS TO "ADOPT A WCS HANDBOOK, WITH PERMISSION" WITH REGARD TO ENROLLMENT PROVENANCE.		39
Concerns/Questions		Page
NOTHING IN THIS SECTION ADDRESSES CULTURE, ETHOS, OR ENVIRONMENT. FURTHER, FACS' MISSION AND VISION STATEMENTS ARE REPEATED, BUT THERE IS LITTLE TO NO CONTENT PROVIDED REGARDING SCHOOL CULTURE AND ETHOS.		39-42
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
NO FURTHER ELABORATION ON THIS SECTION WAS OFFERED DURING THE APPLICANT INTERVIEW.		—
Concerns/Questions		Page
SEE ABOVE.		—

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: - The applicant's enrollment policy (Attachment D) complies with state law and district policies. - The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. - Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
ACCEPTANCE TO FACS DOES NOT APPEAR TO INCORPORATE A VERY STRINGENT OR COMPLICATED APPLICATION PROCESS.		43-44
Concerns/Questions		Page
RECRUITMENT/MARKETING "PLAN" IS FULL OF VAGUE INTENTIONS, BUT IS NOT BACKED UP BY A THOROUGH, ROBUST DOCUMENTATION OF SUCH. A DETAILED MARKETING PLAN IS CRUCIAL FOR ANY BUSINESS PROPOSAL, AND NONE WAS PROVIDED HERE.		43 44
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
NO ELABORATION WAS GIVEN IN THE INTERVIEW OR AFTERWARD.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: - There is evidence that community feedback is incorporated in the application. - There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). - The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. - The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
THE APPLICANTS ARE PASSIONATE ABOUT SPECIAL EDUCATION OPPORTUNITIES FOR WILLIAMSON COUNTY.		45-47
Concerns/Questions		Page
NO EVIDENCE WAS GIVEN IN THE APPLICATION TO INDICATE SUPPORT FROM THE COMMUNITY, THE LOCAL SCHOOL SYSTEMS, OR ANY OTHER ENTITIES.		—
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
MR. BYRDSONG STATED IN THE INTERVIEW THAT STATE SENATOR FERRELL MAILE (R - GALLATIN DISTRICT 18) WAS SUPPORTIVE OF FACS' INITIATIVE.		
Concerns/Questions		
SAME AS ABOVE. NO SURVEYS, RESEARCH STUDIES, OR OTHER FORMS OF EXPRESSED SUPPORT FOR THIS INITIATIVE WERE GIVEN DURING THE INTERVIEW, OR AFTERWARD.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
<u>Strengths:</u> DR. KOMISHAK AND MS. JOHNSON HAVE MANY YEARS OF EXPERIENCE IN SPECIAL EDUCATION, AND MR. BYRDSONG IS OBVIOUSLY PASSIONATE ABOUT SPECIAL ED OPPORTUNITIES IN WILLIAMSON COUNTY. <u>Weaknesses/Questions:</u> HOWEVER, THIS PROPOSAL PROVIDES NO COMPELLING PROOF THAT THE APPLICANT IS CAPABLE OF CREATING AND/OR SUSTAINING AN EDUCATIONAL ENTITY OF THE		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
<u>Weaknesses:</u> QUALITY AND CALIBER THAT WOULD BE NECESSARY TO EXIST IN THIS COUNTY, PARTICULARLY IF IT WERE TO BE UNDER THE AEGIS OF WILLIAMSON COUNTY SCHOOL DISTRICT. THERE IS AN ALARMING DEARTH OF INFORMATION SUCH AS RECOMMENDATIONS, MEMORANDA OF UNDERSTANDING, SURVEYS, ENDORSEMENTS, OR OTHER COLLATERAL THAT SUPPORTS THIS ENDEAVOR OR INDICATES A NEED.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
APPLICANT APPEARS TO HAVE THE INTENT TO COMPLY WITH STATE STANDARDS OF SCHOOL GOVERNANCE.		48-50
Concerns/ Questions		Page
I HAVE CONCERNS RE: THE CONFLICT OF INTEREST DUE TO THE MOTHER/SON RELATIONSHIP OF 2/3 OF THE BOARD, ALSO THERE IS NO EVIDENCE PROVIDED (VIA RESUME OR CV) THAT THE DIRECTOR HAS THE EXPERIENCE OR EXPERTISE TO EFFECTIVELY FUNCTION IN THAT CAPACITY.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
NONE		
Concerns/ Questions		Page
DANIEL BYRDSONG, FACS' PROPOSED DIRECTOR, FILED FOR CHAPTER 7 BANKRUPTCY IN JUNE 2020. THIS IS EXTREMELY CONCERNING, AS HE IS POSITIONED TO BE IN CHARGE OF FACS' FINANCES.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
APPLICANT PROVIDES A TIMELINE GRID IN WHICH CRITICAL DECISIONS RE: RECRUITING, INSURANCE, HIRING, BUILDING, ETC. ARE SCHEDULED.		50-54
Concerns/Questions		Page
THE CALENDAR OF EVENTS IS DISJOINTED AND DIFFICULT TO FOLLOW. IN SOME PLACES, ITEMS ARE OUT OF LOGICAL ORDER AND HAVE NO COHESIVE SENSE OF CONTINUITY OR LOGIC.		50-54
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
—		
Concerns/ Questions		Page
NO FURTHER INFO WAS PROVIDED RE: "LOCAL AUTISM ORGANIZATIONS" FACS INTENDS TO PARTNER WITH.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS SEEMS TO UNDERSTAND THE SPECIFIC NEEDS OF A SPEC. ED. SCHOOL.		55- 57
Concerns/Questions		Page
UNFORTUNATELY, ALL THESE NEEDS AND REQUIREMENTS ARE HINGED UPON THE HOPE THAT A LOCAL CHURCH WOULD BE FACS' HOME. THERE IS NO PROOF THAT THIS BUILDING WOULD BE IN COMPLIANCE WITH STATE STANDARDS, OR THAT CONCORD CHURCH OF CHRIST HAS AGREED TO A CONTRACT WITH FACS.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
—		
Concerns/ Questions		Page
TOO MANY ASSUMPTIONS ARE BEING MADE WITH REGARD TO PHYSICAL PLANT CONSIDERATIONS. FURTHER, NO CONTINGENCY PLAN HAS BEEN OFFERED IN THE EVENT CONCORD C.OF C. DECLINES TO ENTER INTO A CONTRACT WITH FACS.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL

Characteristics of a strong response:

- The school's organizational chart (**Attachment G**) clearly delineates 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.
- Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (**Attachment H**).
- Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community.
- Compensation packages are likely to attract and retain qualified staff.
- The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements.
- The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover.
- The employee manual and personnel policies (**Attachment I**) are complete and effective.
- Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.

Initial Application Review

☐ Meets or Exceeds Standard

☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

THE PROPOSED COMPENSATION FOR FACS STAFF IS ATTRACTIVE.

64

Concerns/Questions

Page

I HAVE SERIOUS CONCERNS WITH THE MANAGEMENT STRUCTURE AND HIERARCHY, WHEREIN MS. JOHNSON REPORTS DIRECTLY TO HER SON, MR. BYRDSONG.

58-
66

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☒ Does Not Meet Standard

Strengths

Page

FACS INTENDS TO ADHERE TO STATE POLICY 5.201 FOR EVALUATION PURPOSES.

64

Concerns/ Questions

Page

NO DOCUMENTATION WAS PROVIDED THAT DETAILS WHERE FUNDING SHALL COME FROM. FACS IS "HOPING" FOR A NUMBER OF GRANTS, BUT SPECIFIC INFORMATION ON THAT WAS NOT GIVEN.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
5 PD DAYS ARE BUILT IN TO FACS' ANNUAL SCHEDULE. AN "OPEN DOOR" POLICY IS TO BE IMPLEMENTED.		67-70
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
FACS INTENDS TO PROVIDE ADEQUATE INSURANCE COVERAGE.	71	
Concerns/Questions	Page	
I WAS UNABLE TO LOCATE A LETTER OF INTENT.	—	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
AS IT IS PROPOSED, FAC'S SEEMS TO BEAR NO RESPONSIBILITY FOR STUDENT TRANSPORTATION.		72
Concerns/Questions		Page
THE PROPOSAL INVOKES THE MCKINNEY VENTO ACT, "IF INDIVIDUAL CIRCUMSTANCES DICTATE..." THIS IS FRIGHTENINGLY VAGUE AND MAKES AN ENORMOUS ASSUMPTION THAT WCS OR AN OUTSIDE, CONTRACTED ENTITY WOULD BE RESPONSIBLE FOR TRANSPORTATION		72
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

AREN'T ALL FAC'S STUDENTS SPECIAL NEEDS?

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS INTENDS TO COMPLY WITH ALL APPLICABLE DISTRICT, STATE, AND FEDERAL GUIDELINES.		73
Concerns/Questions		Page
THIS IS YET ANOTHER COMPONENT THAT FACS SAYS IT WILL PROVIDE, BUT FAILS TO DEMONSTRATE HOW OR FROM WHAT SOURCE FINANCING WILL COME.		73
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
		74
Concerns/Questions		Page
THE ABSENCE OF A SCHOOL NURSE ON SITE DURING HOURS OF OPERATION IS EXTREMELY DISTURBING TO ME. IT IS NOT OUTSIDE THE REALM OF CONSIDERATION THAT SPECIAL NEEDS KIDS MAY NEED MEDICATION OR PROCEDURES PROVIDED DURING THE SCHOOL DAY.		74
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

N/A

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE

Characteristics of a strong response:

- If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO.
- There is a clear division of roles between the board and the CMO.
- There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained.
- If available, the CMO agreement (**Attachment K**) clearly articulates the 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

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Concerns/Questions

Page

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Concerns/ Questions

Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

N/A

2.11 WAIVERS		
Characteristics of a strong response: - Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. - The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

N/A

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY

Characteristics of a strong response:

- The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments.
- There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity.
- The applicant clearly describes results of past replication efforts, including how the network has addressed challenges.
- There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes.
- The applicant provides a comprehensive annual report for the network (**Attachment L**).

Initial Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Concerns/Questions

Page

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Concerns/ Questions

Page

N/A

2.13 NETWORK MANAGEMENT**Characteristics of a strong response:**

- The leadership team is identified, together with their roles and responsibilities.
- As **Attachment M**, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization.
- The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network.
- The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.

Initial Application Review☐ Meets or Exceeds Standard☐ Partially Meets Standard☐ Does Not Meet Standard**Strengths****Page****Concerns/Questions****Page****Final Application Review**☐ Meets or Exceeds Standard☐ Partially Meets Standard☐ Does Not Meet Standard**Strengths****Page****Concerns/ Questions****Page**

N/A

2.14 NETWORK GOVERNANCE

Characteristics of a strong response:

1) If there is a network board that operates as the main governing body with each school having an advisory committee:

- Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network.
- Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation.
- Roles and responsibilities of this board are described clearly and concisely.
- Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools.
- There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).

2) If there will be one governing board for all schools at the local level:

- Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary).
- A copy of the by-laws and organizational chart is included.
- There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities.
- There is a plan in place for board training as required by Tennessee law.

Initial Application Review☐ Meets or Exceeds Standard☐ Partially Meets Standard☐ Does Not Meet Standard**Strengths****Page****Concerns/Questions****Page****Final Application Review**☐ Meets or Exceeds Standard☐ Partially Meets Standard☐ Does Not Meet Standard**Strengths****Page****Concerns/ Questions****Page**

SECTION 2 – OPERATIONS PLAN AND CAPACITY

N/A

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ■ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard

Strengths:

THE APPLICANTS' DESIRE TO BRING A NEW ENTITY, IN THE FORM OF FOUNDATIONS AUTISM CHARTER SCHOOL, IS EVIDENT VIA THE APPLICATION PROCESS.

Weaknesses/Questions:

I'M NOT SURE WHERE TO BEGIN OR WHERE TO END IN MY ASSESSMENT OF THIS APPLICATION. THERE IS SO MUCH MISINFORMATION, DISINFORMATION, AND MISSING INFORMATION IN THIS PROPOSAL. IN MY OPINION, ACCEPTING THIS PROPOSAL AND APPROVING FACS'

☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
--	---	--

Strengths:

TO MOVE FORWARD WOULD BE EXTREMELY DAMAGING TO THE WILLIAMSON COUNTY SCHOOL SYSTEM.

(If Any) Weaknesses:

AFTER THE EXTENSIVE INTERVIEW WITH THE INVOLVED PARTIES, THEY WERE GIVEN THE OPPORTUNITY TO PROVIDE RESEARCH, CITATIONS AND RECOMMENDATIONS, AND WERE GIVEN AMPLE TIME TO DO SO BEFORE THE COMMITTEE MEMBERS SUBMITTED THEIR ASSESSMENTS. THEY CHOSE NOT TO DO SO. THAT TELLS ME ALL I NEED TO KNOW ABOUT THEIR COMMITMENT TO THIS PROCESS.

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
THE BUDGET AND OTHER FINANCIALS ARE A COMPLETE NIGHTMARE. THERE ARE NO CITATIONS OR REFERENCES PERTAINING TO WHERE THESE FIGURES WERE DERIVED. FURTHER, THERE IS NO EVIDENCE SUPPORTING THE ORIGIN OF FUNDING OR THAT ANY FUNDING HAS BEEN SECURED. APPLICANTS ARE "HOPING" TO RECEIVE GRANTS FROM SOME UNNAMED, UNVERIFIED SOURCES.		109/ ATTACHMENT N & O
Concerns/ Questions		Page
AS WITH ALL OTHER SECTIONS OF THIS PROPOSAL, MR. BYRDSONG WAS ASKED FOR FURTHER DOCUMENTATION OR PROOF OF FUNDING, AND NONE WAS SUBMITTED.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

N/A

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: - The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. - The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. - The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: THE APPLICATION INDICATES THAT THE PRINCIPALS KNOW WHAT THEY WANT TO RECEIVE IN SALARY AND COMPENSATION. Weaknesses/Questions: PARDON THE FUN, BUT THE NUMBERS JUST DO NOT ADD UP. FIGURES WERE PROVIDED WITH NO SUPPORTING DOCUMENTATION OR CITATIONS. IN MANY INSTANCES, FIGURES SEEM TO BE ARBITRARY AND OFTEN DIFFERED WIDELY FROM THE		
Final Application Review		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: WCS BUDGETARY AND FINANCIAL INFORMATION. — (If Any) Weaknesses: APPROVING THIS PROPOSAL WITH THE FINANCIAL INFORMATION THAT WAS SUBMITTED WOULD BE A CRAVE MISTAKE, ONE THAT WOULD BE EXTREMELY DAMAGING TO WCS AND ITS REPUTATION AND STATUS AS A SUPERIOR SCHOOL DISTRICT.		

SECTION 4 –PORTFOLIO REVIEW/PERFORMANCE RECORD

N/A

4.1 PAST PERFORMANCE

Characteristics of a strong response:

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (**Attachment Q**).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school's performance report or authorizer evaluation (**Attachment R**) is favorable.
- Latest audit (**Attachment S**) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, **Attachment T**).

Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Concerns/Questions

Page

Final Application Review

☐ Meets or Exceeds Standard

☐ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Concerns/ Questions

Page



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the "Strengths" area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the "Concerns/Questions" area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Vickie J. Robbins, CPA

Proposed School Name: Foundations Autism Charter System

Application includes an Executive Summary.

Yes

☐

No

☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
FACS clearly linked the three purposes for charter schools found in T.C.A 49-13-102a (1) the intent toward providing a different and innovative teaching method using applied behavior analysis, (2) the school will provide options for tuition free education for families living with Autism, (3) provide parents with opportunities for their child to learn not only educational skills, but social and life skills.	4	
Concerns/Questions	Page	
One of the main purposes of a charter school is to help close the achievement gap. The Vision and Mission does not state how the school will measure the educational services for these Autism Students.	4	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
FACS clearly linked the three purposes for charter schools found in T.C.A 49-13-102a (1) the intent toward providing a different and innovative teaching method using applied behavior analysis, (2) the school will provide options for tuition free education for families living with Autism, (3) provide parents with opportunities for their child to learn not only educational skills, but social and life skills.	4	
Concerns/Questions	Page	
One of the main purposes of a charter school is to help close the achievement gap. The Vision and Mission does not state how the school will measure the educational services for these Autism Students. There does not seem to be enough evidence to show how the ABA approach approach will foster student achievement and success.	4	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The strengths of the application is the school will be targeting a growing population of Autism Students.		5
Concerns/Questions		Page
The application states the target population is students with ASD in grades K-3 attending inclusion and self-contained classrooms. Also the application states on Page 6 our target population is ASD students but we believe our program would be beneficial for any student wishing to enroll. The enrollment chart stated the first Year would have at least 120 students for K-3. If FACS does not have enough Autism students to enroll, will the school be open to all?		6
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The strengths of the application is the school will be targeting a growing population of Autism Students.		5
Concerns/Questions		Page
The application states the target population is students with ASD in grades K-3 attending inclusion and self-contained classrooms. Also the application states on Page 6 our target population is ASD students but we believe our program would be beneficial for any student wishing to enroll. The enrollment chart stated the first Year would have at least 120 students for K-3. If FACS does not have enough Autism students to enroll, will the school be open to all? The budget was based on 120 students attending in Year one.		6

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS academic focus is based on the principles of ABA.		10
Concerns/Questions		Page
The curriculum will be supported by VB-MAPP, ABLLS, and AIMSweb but not enough information to explain how these will align to the TDOE grade level standards that are required by state law. The applicant did not explain clearly with evidence the plan for RTI.		10-19
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS academic focus is based on the principles of ABA.		10
Concerns/Questions		Page
The curriculum will be supported by VB-MAPP, ABLLS, and AIMSweb but not enough information to explain how these will align to the TDOE grade level standards that are required by state law. The applicant did not explain clearly with evidence the plan for RTI.		10-19 Interview

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS states that it will follow the State Board of Education attendance policy.		20
Concerns/Questions		Page
FACS did not elaborate enough on how they would handle high rates of student attendance. There was not enough information on how they will implement the attendance policy to assure it meets state law. There is nothing detailing if a students is removed because of discipline, what happens.		21
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS states in the application they will align grade level goals with TDOE Standards. FACS states that it will follow the State Board of Education attendance policy.		20
Concerns/Questions		Page
In the interview, the question was raised, what assessments will be used to measure knowledge of state standards? FACS stated they will have to research this area but will use EOC or AIMSweb type of assessments. They will have to price and then then select assessment tools that meet the state standards. The application did not have a comprehensive plan/guideline on how FACS would implement RTI. FACS did not elaborate enough on how they would handle high rates of student attendance. There was not enough information on how they will implement the attendance policy to assure it meets state law.		Interview Page 20, 21

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
No strengths were noted.		
Concerns/Questions		Page
What assessments are you going to use identify gaps in skills and what assessments will be used to measure knowledge of state standards as required by law. FACS stated in their interview they will have to research this area but will use EOC or AIMSweb type of assessments. They will have to price and then then select assessment tools that meet the state standards.		Page 20-21 Interview w
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths were noted.		
Concerns/Questions		Page
What assessments are you going to use identify gaps in skills and what assessments will be used to measure knowledge of state standards as required by law. FACS stated in their interview they will have to research this area but will use EOC or AIMSweb type of assessments. They will have to price and then then select assessment tools that meet the state standards		Interview and Page 20-21

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programing is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The schedule meets needs of autism students by providing more one on one instruction and allows students to learn and practice skills using ABA strategies.		32
Concerns/Questions		Page
Is there enough time planned for each of the academic areas that State of Tenn requires for core subjects? Also, time allowed for PT, OT and Speech along with RTI interventions.		32
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The schedule meets needs of autism students by providing more one on one instruction and allows students to learn and practice skills using ABA strategies.		32
Concerns/Questions		Page
There is not enough time planned for each of the academic areas that State of Tenn requires for core subjects. Also, the school day schedule did not have enough time allowed for PT, OT and Speech along with RTI interventions.		31-32

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The leadership team is certified and has experience with designing treatment and supervision of children with autism.	35	
Concerns/Questions	Page	
The process for identifying students for this school is either special education eligibility or medical diagnosis of autism, but states that other students could be added if a good fit for the school. If that is true the plan for identifying other disabilities was not detailed enough. Also the plan for students to exit the school who make sufficient progress was lacking in detail.	35, 38	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The leadership team is certified and has experience with designing treatment and supervision of children with autism.	35	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
FACS has a vision for every child with autism to be respected and valued along with having their IEP needs met.	40	
Concerns/Questions	Page	
Student Handbook Attachment B did not include all items relevant policies that should be addressed by FACS.	83	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
FACS has a vision for every child with autism to be respected and valued along with having their IEP needs met.	83	
Concerns/Questions	Page	
Student Handbook Attachment B did not include all items relevant policies that should be addressed by FAC, did not include attendance policy or grades for example.	83	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS hopes to target Autism institutions for recruitment.		44
Concerns/Questions		Page
FACS talks about type of organizations but not how they will contact these organization. Will a press release announcing this as first public charter school with a focus on Autism get enough support to get 120 students enrolled in the first year? The outreach plan was not detailed. The plan does not address recruitment of English Learners.		44
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS hopes to target Autism institutions for recruitment.		44
Concerns/Questions		Page
FACS talks about type of organizations but not how they will contact these organization. Will a press release announcing this as first public charter school with a focus on Autism get enough support to get 120 students enrolled in the first year? The outreach plan was not detailed. The plan does not address recruitment of English Learners.		44

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths were noted.		
Concerns/Questions		Page
Attachment E did not contain any letters of support, memos of understanding or anything to show that the community in WCS school district feels this is a school that is needed in this district.		45
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
No strengths were noted.		
Concerns/Questions		
Attachment E did not contain any letters of support, memos of understanding or anything to show that the community in WCS school district feels this is a school that is needed in this district.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: The FACS board is very passionate about the need for this type of school in this district. The FACS linked the Mission and Vision to the purpose of a charter school found in T.C.A 49-13-102. Their intent is to provide a different and innovative teaching method using ABA, while also providing parents of autistic students with more options for education while providing more one on one instructions along with teaching social and life skills. Weaknesses/Questions: Another main purpose of a charter school is to help close the achievement gap. There does not seem to be enough evidence to support how ABA approach will foster student success. The curriculum will be supported by VB-MAPP, ABLLS, and AIMSweb but not enough information to explain how these will align to the TDOE grade level standards that are required by state law. The applicant did not explain clearly with evidence the plan for RTI. Also there is not enough community support presented with this application.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The FACS board is very passionate about the need for this type of school in this district. The FACS linked the Mission and Vision to the purpose of a charter school found in T.C.A 49-13-102. Their intent is to provide a different and innovative teaching method using ABA, while also providing parents of autistic students with more options for education while providing more one on one instructions along with teaching social and life skills. (If Any) Weaknesses: Another main purpose of a charter school is to help close the achievement gap. There does not seem to be enough evidence to support how ABA approach will foster student success. The curriculum will be supported by VB-MAPP, ABLLS, and AIMSweb but not enough information to explain how these will align to the TDOE grade level standards that are required by state law. The applicant did not explain clearly with evidence the plan for RTI. Also there is not enough community support presented with this application.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The board members offer skills of working with Autism Clinic, and with ABA skills. The application states they will attend training as required by State of Tennessee and that TSBA provides this training.		49 and 100:107
Concerns/ Questions		Page
The application states in Article VII the officers should be President, Vice President, Secretary and Treasury. On page 50, the application states, one person as a secretary/treasury, I believe this should be two separate individuals. The treasury is usually the person who signs the checks along with President because of segregation of duties.		93 and 50
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The board members offer skills of and working with Autism Clinic, and with ABA skills. The application states they will attend training as required by State of Tennessee and that TSBA provides this training.		49 and 100:107
Concerns/ Questions		Page
The application states in Article VII the officers should be President, Vice President, Secretary and Treasury. On page 50, the application states, one person as a secretary/treasury, I believe this should be two separate individuals. The treasury is usually the person who signs the checks along with President because of segregation of duties. Also, the application talked about training with TSBA, but I did not see any dues to TSBA included in budget, and I also think in-service training should be an expense in the budget also.		93 and 50

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The start-up plan seems detailed for operations part of starting the new school.		50:53
Concerns/Questions		Page
My concern is the application states they know the challenges will be enrolling students with Autism, but FACS has not adequately explained how they will overcome this challenge of communicating with parents of autistic students and be able to get enough enrollment. FACS projects 120 students K-3 the first year. FACS did not give much evidence to support the need for this type of school from the community.		54
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The start-up plan seems detailed for operations part of starting the new school.		50:53
Concerns/ Questions		Page
My concern is the application states they know the challenges will be enrolling students with Autism, but FACS has not adequately explained how they will overcome this challenge of communicating with parents of autistic students and be able to get enough enrollment. FACS projects 120 students K-3 the first year. FACS did not give much evidence to support the need for this type of school from the community.		54

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application states that a verbal agreement is in place for an agreement for a lease.		Under 2.3 no Page Number
Concerns/Questions		Page
Will this be enough space for all the classrooms and additional rooms required, will it be ADA accessible? Will there be shared space with other organization using this same facility? Also, the team stated they had not toured any other facilities or looked at any other property but would have 18 months in case this facility is not in compliance.		Under 2.6 no Page Number
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application states that a verbal agreement is in place for an agreement for a lease.		Under 2.3 no Page Number
Concerns/ Questions		Page
After the interview with Mr. Byrdsong, he stated that there could be a potential of shared community space with the current Pre K program that will be housed in the same facility. This could be a potential issue with background checks and security. The school does not have a library, the playground at the facility may or may not be in compliance with state requirements.		Under 2.3 no Page Number Interview

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates 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. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Compensation package would likely attract paraprofessionals. \$26,000 is more than WCS pays.		Attachm ent G
Concerns/Questions		Page
Application states a 3% yearly increase is included each year but insurance and other benefits are increased. The employee manual and personnel policies were not complete.		Attachm ent G
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Compensation package would likely attract paraprofessionals. \$26,000 is more than WCS pays.		Attachm ent G
Concerns/ Questions		Page
A 3% yearly increase is included each year but insurance and other benefits were not increased. According to application under 2.4 the director of curriculum will be supervising and training all instructional staff teachers and paraprofessionals, in the interview it was discussed that the current employee to be in this role lives in Arkansas and did not say whether they would transition here to Williamson County. The employee manual and personnel policies were not complete.		Attachme nt G and Interview

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Professional development days are embedded into the calendar.		2.5 Section PD
Concerns/Questions		Page
FACS stated they would have an additional week of PD before the students start school for PD, the budget had only \$250 per teacher budgeted for PD.		2.5 Section PD Budget Docume nt
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Professional development days are embedded into the calendar.		2.5 Section PD Budget Document
Concerns/ Questions		Page
FACS also stated they would have an additional week of PD before the students start school for PD, the budget had only \$250 per teacher budgeted for PD.		2.5 Section PD Budget Document

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths are noted.		
Concerns/Questions		Page
FACS stated they had reviewed insurance requirement, but a letter of coverage or quote was not included in the application for review. Also, would like to see what the deductible amounts are for the policies that were listed under Section 2.6		Section 2.6
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths are noted.		
Concerns/ Questions		Page
FACS stated they had reviewed insurance requirement, but a letter of coverage or quote was not included in the application for review. Also, would like to see what the deductible amounts are for the policies that were listed under Section 2.6		Section 2.6

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths are noted.		
Concerns/Questions		Page
FACS does not have a sound plan for transporting special needs students if required during the IEP. Transportation in general is not provided.		Section 2.7 of application and Interview
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths are noted.		
Concerns/ Questions		Page
FACS does not have a sound plan for transporting special needs students if required during the IEP. Transportation in general is not provided.		Section 2.7 of application and Interview

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant states they will offer food service program in compliance with nutrition guidelines.		2.8 No Page Number
Concerns/Questions		Page
The application does not give enough detail regarding how they will implement this program.		2.8 No Page Number
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant states they will offer food service program in compliance with nutrition guidelines.		2.8 No Page Number
Concerns/ Questions		Page
In the interview, Mr. Byrdsong stated that he was not aware of the time line for approvals in order to run National School Lunch Program, which would include food handling permits and state licensers.		Interview

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths are noted.		
Concerns/Questions		Page
The FACS budget or plan did not include hiring or contracting with a nurse. The FACS budget for computer for staff and students does not have enough for needs, nor does the application discuss the data management plan and how they will protect student information.		Section 2.9
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths are noted.		
Concerns/ Questions		Page
The FACS budget or plan did not include hiring or contracting with a nurse. The FACS budget for computer for staff and students does not have enough for needs, nor does the application discuss the data management plan and how they will protect student information.		Section 2.9

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the 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		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The FACS board members offer skills of working with Autism Clinics and teaching skills. The board has a verbal agreement with a facility. Weaknesses/Questions: The FACS application states they know the challenges will be in enrolling student with Autism, but not enough specific and detail information was given on how FACS will overcome this challenge. There isn't enough evidence to support this type of school from the community. The facility that may be used may have a potential issue because of shared community space with other programs at that location. There is not a library at the facility.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The FACS board members offer skills of working with Autism Clinics and teaching skills. The board has a verbal agreement with a facility. (If Any) Weaknesses: The FACS application states they know the challenges will be in enrolling student with Autism, but not enough specific and detail information was given on how FACS will overcome this challenge. There isn't enough evidence to support this type of school from the community. The facility that may be used may have a potential issue because of shared community space with other programs at that location. There is not a library at the facility.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The five year operating budget was included.		Attachment O
Concerns/Questions		Page
The initial 215K of revenue was discussed but not enough detail about this grant. Nothing attached regarding restrictions or what it takes to secure the grant. Regarding the funding from the BEP formula, this is based on estimated students of 120, but without providing transportation that amount will be different and considerably lower than anticipated. Budget Document Attachment N did not have a lot of detail in the assumption notes for the expenditures or the revenues. It seemed to lack a lot of detail Authorizers fee was not included as an expense (s/b \$35K or 3% of the per pupil BEP funds). TCRS retirement contributions were not included as an expense for employees. Expenses for computers, lease and etc did not have enough detail or clearly support the expenses. The applicant did not include any draft policies on financial controls. The application did not detail a sound contingency plan if revenues were lower than expected, the applicant stated they would constantly apply for non profit funds and grants.		Attachment O and Attachment N and Page 109-111
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The five year operating budget was included.		Attachment O
Concerns/ Questions		Page
The initial 215K of revenue was discussed but not enough detail about this grant. Nothing attached regarding restrictions or what it takes to secure the grant. Regarding the funding from the BEP formula, this is based on estimated students of 120, but without providing transportation that amount will be different and considerably lower than anticipated. Budget Document Attachment N did not have a lot of detail in the assumption notes for the expenditures or the revenues. It seemed to lack a lot of detail Authorizers fee was not included as an expense (s/b \$35K or 3% of the per pupil BEP funds). TCRS retirement contributions were not included as an expense for employees. Expenses for computers, lease and etc did not have enough detail or clearly support the expenses. The applicant did not include any draft policies on financial controls. The application did not detail a sound contingency plan if revenues were lower than expected, the applicant stated they would constantly apply for non profit funds and grants.		Attachment O and Attachment N and Page 109-111

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The five year operating budget was included.		
Weaknesses/Questions: The initial 215K of revenue was discussed but not enough detail about this grant. Nothing attached regarding restrictions or what it takes to secure the grant. Regarding the funding from the BEP formula, this is based on estimated students of 120, but without providing transportation that amount will be different and considerably lower than anticipated. Budget Document Attachment N did not have a lot of detail in the assumption notes for the expenditures or the revenues. It seemed to lack a lot of detail. Authorizers fee (fee would come to WCS as a revenue) was not included as an expense for the school (s/b \$35K or 3% of the per pupil BEP funds). TCRS retirement contributions were not included as an expense for employees. Expenses for computers, lease and etc did not have enough detail or clearly support the expenses. The applicant did not include any draft policies on financial controls. The application did not detail a sound contingency plan if revenues were lower than expected, the applicant stated they would constantly apply for non profit funds and grants. Also, in the interview it was brought out that the the three founding members of the governing board, two were related. The application states these will be on the board until members can be elected to provide oversight to the leader of FACS. Year 0 the start up year, the board members will be employees also. The executive director and the Treasurer will be signing the checks which would include payroll for themselves.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The five year operating budget was included.		
(If Any) Weaknesses: The initial 215K of revenue was discussed but not enough detail about this grant. Nothing attached regarding restrictions or what it takes to secure the grant. Regarding the funding from the BEP formula, this is based on estimated students of 120, but without providing transportation that amount will be different and considerably lower than anticipated. Budget Document Attachment N did not have a lot of detail in the assumption notes for the expenditures or the revenues. It seemed to lack a lot of detail. Authorizers fee (fee would come to WCS as a revenue) was not included as an expense for the school (s/b \$35K or 3% of the per pupil BEP funds). TCRS retirement contributions were not included as an expense for employees. Expenses for computers, lease and etc did not have enough detail or clearly support the expenses. The applicant did not include any draft policies on financial controls. The application did not detail a sound contingency plan if revenues were lower than expected, the applicant stated they would constantly apply for non profit funds and grants. Also, in the interview it was brought out that the the three founding members of the governing board, two were related. The application states these will be on the board until members can be elected to provide oversight to the leader of FACS. Year 0 the start up year, the board members will be employees also. The executive director and the Treasurer will be signing the checks which would include payroll for themselves.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the "Strengths" area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the "Concerns/Questions" area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: K. C. Haugh

Proposed School Name: Foundations Autism Charter School

Application includes an Executive Summary.

Yes

☐

No

☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The mission and vision statements indicate a strong emphasis placed on individual students and their well-being.		4
Concerns/Questions		Page
The mission and vision statement is not clearly linked to at 3 least purposes in T. C. A. § 49-13-102. The mission statement lacks conciseness, and does not indicate measurable objectives. "Best-level educational support" is not defined. The vision statement states as goals, "[learning] the additional educational, social, and life skills necessary for them to become active and involved members of their families and communities." Will this be more of a challenge in a self-contained learning environment? Does this plan represent the least restrictive environment (LRE) for the students?		4
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicants place a high value on meeting the needs of students with Autism Spectrum Disorder.		4
Concerns/Questions		Page
The ultimate goal stated in the interview process is to transition students back to the general education classroom with no assistance at all. In the absence of an inclusionary education plan, this presents concerns for how likely that goal can be met. Evidence was not provided to address this concern. Most of the purposes listed in T. C. A. § 49-13-102 are not demonstrably linked to the mission and value statements.		4

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicants have focused on a specific community, whose numbers are increasing and for whom specific academic and individual needs are significant. The application articulates clearly the challenges faced by these students and families.		5
Concerns/Questions		Page
In the application's enrollment summary, the number of students with an ASD diagnosis is provided, along with references to developmental delay and other disabilities.. There is no supporting evidence for the claim that these additional disabilities would meet the enrollment requirements that students need both an IEP and medical diagnosis.		5, 87
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicants have focused on a specific community, whose numbers are increasing and for whom specific academic and individual needs are significant. The application articulates clearly the challenges faced by these students and families.		5
Concerns/Questions		Page
The application states “Although our target population is students with ASD, our individualized programs of instruction, small class sizes and ABA strategies would be beneficial for any student wishing to enroll.” In the 3/9 meeting, it was indicated that enrollment would be limited to students with an IEP or medical diagnosis of ASD. The enrollment assumptions appear overly optimistic, given the removal of students from the general education population and the lack of provided transportation. Evidence is not provided to support the enrollment projections.		6

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The academic plan is focused on applying Tennessee State Standards. The school's academic mission and vision is supported by the academic focus and plan.		12
Concerns/Questions		Page
Specific academic benchmarks are not provided. The academic plan does not provide the level of detail commensurate with a robust curriculum. Differentiated instructional methods for math, science, and social studies are not detailed in the application.		12-13, 15
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The academic plan is focused on applying Tennessee State Standards. The school's academic mission and vision is supported by the academic focus and plan.		12
Concerns/Questions		Page
A specific plan or approach for how an individual student's lack of progress would be addressed was not detailed in the application nor the interview. General statements indicated that "something else" would be tried.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths were noted in this area.		20-24
Concerns/Questions		Page
Academic achievement goals are not detailed. Several responses in significant areas are definitions, overviews, or restatement of state policies as opposed to specific measurable goals or plans.		20-24
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths were noted in this area.		20-24
Concerns/Questions		Page
Specific academic achievement goals are not provided, and there is no evidence that they will be rigorous with high expectations. In the application and interview, there was not evidence that a plan for assessment of performance toward state standards exists. Details on processes and specific strategies for measuring and achieving academic performance standards is lacking.		20

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: - The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. - There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. - The applicant identifies specific ways to transform the existing school culture while respecting the school's history. - If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. - If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
A broad overview of the assessment approach is provided.		27-30
Concerns/Questions		Page
The application indicates that additional summative assessments will be created by the Curriculum Director, but details are not provided.		29
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
A broad overview of the assessment approach is provided.		27-30
Concerns/Questions		Page
In the interview, the applicants indicated that they will need to research assessments for student performance to state standards. The general education roles and resources to support this teaching and assessment component are not well defined.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The proposed school calendar appears to meet Tennessee instructional day requirements and is planned to align with the WCS calendar. Some of the described after-school activities indicate a variety of creative options.	31	
Concerns/Questions	Page	
The proposed schedule does not address state required physical education time. There is no indicated opportunity for inclusion with a general student population. Professional development does not appear to be adequately addressed in the application.	31-34	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
The proposed school calendar appears to meet Tennessee instructional day requirements and is planned to align with the WCS calendar. Some of the described after-school activities indicate a variety of creative options.	31	
Concerns/Questions	Page	
The interview indicated that the daily schedule is only a framework and will need to be modified based upon additional research and findings from other schools, which were not cited.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The leadership team of FACS has demonstrated significant experience working with ASD students.		35
Concerns/Questions		Page
The plan acknowledges the need for qualified, specialized personnel but a strong plan is not provided.		35
The application appears to dismiss the possibility that at-risk students or students who are gifted in specific academic areas might attend the school. This appears inconsistent with the wide criteria used elsewhere in the application to characterize the potential enrollment pool of students.		38
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The leadership team of FACS has demonstrated significant experience working with ASD students in the WCS community.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application reiterates the value of the individual student in this section, as well as the importance of positive relationships with student families. A specific response approach to maladaptive behaviors is provided.		40, 85-86
Concerns/Questions		Page
No student handbook is attached. The application indicates one will be adapted from WCS. There is no plan nor specific methods provided for creating and sustaining the intended culture other than indicating that it is a priority.		84 40
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application reiterates the value of the individual student in this section, as well as the importance of positive relationships with student families. A specific response approach to maladaptive behaviors is provided.		40, 85-86
Concerns/Questions		Page
The mission and values are reiterated in the desired school culture, but there is not a stated plan for developing and sustaining the desired environment.		40

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application's enrollment policy indicates consistency with state law. Enrollment grades and geographic location are defined.		5, 43
Concerns/Questions		Page
The application's enrollment tables appears to only have new students each year entering at Kindergarten after the first year. Enrollment is described as being open to all students K-3 who meet eligibility requirements. No recruitment or marketing plan or timeline is detailed beyond press releases.		43-44
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The application's enrollment policy indicates consistency with state law. Enrollment grades and geographic location are defined.		5, 43
Concerns/Questions		Page
The plan for promotion of the proposed school is press notifications. Relationships with community organizations have not been established. No detail is provided about how student recruitment will be adapted or modified after the school has been opened, other than to state that it "will be adapted, as needed." This increases concerns about the likelihood of meeting enrollment targets.		44

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
A plan for communication with parents is described in the application.		46
Concerns/Questions		Page
The applicants provided no letters of support, MOUs, or contracts with community partners. The application indicates that FACS will partner with local autism organizations, but there is no evidence provided of any relationship with or interest from those organizations.		45
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
The applicants indicated support from State Senator Ferrell Haile, a member of the Senate Education committee.		
Concerns/Questions		
The application does not indicate any feedback from the community regarding the proposed school or self-contained model, removed from the general student population. This raises concerns about the ability of FACS to meet aspects of its stated mission and vision as well as its targeted enrollment numbers.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACs shows a clear desire to serve students with ASD in a way that leverages its leadership team's years of experience in organizational management, ABA standards, and education. Weaknesses/Questions: The intended target population is defined, but evidence is not provided that the community has displayed interest in the stand-alone ASD education model to the level of the projected enrollment numbers. The application does not appear to clearly meet 3 or more of the statutory purposes for a charter school.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACs shows a clear desire to serve students with ASD in a way that leverages their years of experience in organization, ABA standards, and education. (If Any) Weaknesses: In several areas, there is a lack of supporting details and evidence of a robust plan. A level of community support has not been shown. Several questions remain as to how Tennessee standards will be met. There is not clear alignment with 3 or more of the stated purposes for charter schools under T. C. A. § 49-13-102. Without a detailed, clear recruitment plan or displayed interest by the community, there are significant concerns about meeting stated enrollment projections.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The proposed board members bring a skilled background in organizational management, ABA education, and curriculum.		50
Concerns/ Questions		Page
The board structure appears to only consist of 3 people at this time.		50
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The proposed board members bring a skilled background in organizational management, ABA education, and curriculum.		50
Concerns/ Questions		Page
As noted in the interview, the President is the son of the Secretary/Treasurer. A parent-child relationship in the proposed governing board presents nepotism concerns and potential conflicts of interest.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The proposed start-up plan is detailed with areas of responsibility clearly delineated.		50-53
Concerns/Questions		Page
The start-up plan does not acknowledge any startup challenges beyond identifying and enrolling eligible students.		54
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicant has experience in starting up facilities.		
Concerns/ Questions		Page
The start-up plan addresses several areas but is not comprehensive. There appears to be some uncertainty in the modification process and some current construction at the proposed location. The scope of necessary build out work is not defined.		50-53

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application indicates prior experience in site selection, build out, and management of numerous facilities.		57
Concerns/Questions		Page
On page 56 of the application, the design of the required facility is described with several specific rooms and a variety of needs to accommodate a host of program offerings. However on page 57, the application states that FACS will use existing space within a church. It's not clear if the needs of the school can be met in this proposed site. The current agreement for space is verbal and no detail is provided in the application. No contingency plan or additional locations are identified.		56-58
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application indicates prior experience in site selection, build out, and management of numerous facilities. In the interview, it was indicated that applicants have launched local ABA locations and that details would be provided.		57
Concerns/ Questions		Page
No subsequent information was provided following the interview, which identified a number of areas of concern and questions. Space requirements listed in the application do not appear to be fully met in the proposed shared church space. Security remains a concern with key areas not addressed. No space contingency plan exists, and the current agreement is solely verbal.		56-58

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates 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. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Individual roles and related responsibilities for management and director positions are well-defined and key personnel for 3 positions are already identified. Special education teacher and paraprofessional roles and job expectations are outlined clearly.		59-64
Concerns/Questions		Page
The organizational chart provided appears incomplete and not reflective of all the roles or departments necessary to effectively meet the stated vision and mission of FACS. The classroom ratios implied based on enrollment, staffing, and instructional plans appear large. The unique challenges of finding skilled, experienced teaching professionals is not addressed. Contributions to the state retirement fund are not indicated.		108
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Individual roles and related responsibilities for management and director positions are well-defined in the application. Special education teacher and paraprofessional roles and job expectations are outlined in the application.		59-64
Concerns/ Questions		Page
In the interview, it appeared that teaching professionals may need to take on a number of roles and divided responsibilities to address areas like general education, which are not clearly defined in the plan. There is a concern that relying on the ability to recruit these multi-certified individuals will pose challenges in meeting instructional goals. Staffing needs and headcount appear to be not defined consistently in walking through processes.		59-64

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The professional development plan appears to support the education program of FACS and address the needs of teachers and staff.		68-71
Concerns/Questions		Page
The evaluation methods for staff which are listed do not indicate a system and are not detailed. Differentiated PD is generally addressed as a need with potential approaches listed, but specific plans for differentiation are not provided (section G). PD addressing Tennessee standards is not indicated. Some specific areas of training and development (sections E, F) are listed or outlined, but a plan is not provided.		69-71
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The professional development plan appears to support the education program of FACS and address the needs of teachers and staff.		68-71
Concerns/ Questions		Page
The evaluation methods for staff which are listed do not indicate a system and are not detailed. Differentiated PD is generally addressed as a need with potential approaches listed, but specific plans for differentiation are not provided (section G). PD addressing Tennessee standards is not indicated. Some specific areas of training and development (sections E, F) are listed or outlined, but a plan is not provided.		69-71

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant indicates that they have researched and identified what they believe to be the required insurance coverages and levels.		72
Concerns/Questions		Page
No insurance company letter (Attachment J) was provided with the application.		108-109
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant has researched and identified what they believe to be the required insurance coverages and levels.		72
Concerns/ Questions		Page
No insurance company letter (Attachment J) was provided with the application as required. In the absence of this evidence, there is concern that the required insurance coverages and levels may not be met (workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse, etc.). The summary of information needs does not provide evidence that all necessary coverage will be included in the umbrella.		108-109

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths were noted in this area.		73
Concerns/Questions		Page
The application indicates that no transportation will be provided, and that FACS will abide by the McKinney-Vento Homeless Assistance Act. Without a plan for how that compliance will be met, this appears to be a contradiction. Special needs and accommodations are acknowledged, but no plan is detailed in the application.		73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths were noted in this area.		73
Concerns/ Questions		Page
The transportation response acknowledges specific needs but does not adequately address them with a plan. In the interview, it was stated that FACS would not be equipped to handle special transportation initially, and an established plan for subsequent needs does not exist.		73

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application cites a general plan to provide food service in accordance with federal, state, and local regulations.		74
Concerns/Questions		Page
There is no description of how food service will be provided; only that it will be. In addressing the collection of free and reduced-price lunch information, the application states that various strategies will be employed, but no detail is provided about the format of the collection method nor the review process. No method, criteria, or requirements are provided for how a food service vendor will be selected.		74
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application cites a general plan to provide food service in accordance with federal, state, and local regulations.		74
Concerns/ Questions		Page
In the application and interview, significant aspects of a successful food service program were not addressed, including licenses, permits, and application timelines. No experience in oversight of a food service program is indicated.		74

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application indicates that FACS will be compliant with FERPA regulations and will train staff accordingly.		75
Concerns/Questions		Page
The application lacks any detail regarding the computer and network equipment needed to effectively instruct students, support teachers, and equip administrative offices. The data management plan is not detailed and does not reference any systems or specific technology that would be used. No information is provided to indicate a serious plan for safety or security.		75
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application indicates that FACS will be compliant with FERPA regulations and will train staff accordingly.		75
Concerns/ Questions		Page
The technology equipment and data plan provided lacks detail. The plan to share space with an existing church presents additional concerns for FERPA, student data protection, and school security.		75

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the 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		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The application consistently states that FACS will meet Federal, State, and Local requirements. The applicants have demonstrated experience in various capacities related to ASD-focused instruction. Weaknesses/Questions: Several critical aspects of the operational plan are lacking in detail, and agreements for the facility and required insurance do not appear to be solidified.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The application consistently states that FACS will meet Federal, State, and Local requirements. The applicants have demonstrate experience in various capacities related to ASD-focused instruction. (If Any) Weaknesses: The operational plan in the application and described in the interview does not provide the assurance that required facility needs will be met. A backup plan for space does not exist. Security and safety planning is not adequately addressed. No transportation plan is provided.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths were noted in this section.		109-11, Attachment O
Concerns/Questions		Page
Revenue sources are not solidified. No contingency financing is detailed. BEP revenue assumptions may be higher than what would be realized. Few details are provided in the assumption notes on the budget document. Accounting and financial systems and processes are not identified other than to state that GAPP will be followed for separation of duties. A plan for compliance with federal/state reporting is not addressed.		109-111, Attachment O
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths were noted in this section.		109-11, Attachment O
Concerns/ Questions		Page
There is not a robust plan for financing sources nor contingency funds. Independent due diligence has identified the applicant as a debtor in a recent bankruptcy claim. The application refers to a \$215,000 grant from "New Venture School" funds. No entity by that name appears to exist, but a "NewSchools Venture Fund" has provided grants to charters nationally. No evidence was provided that their grant or a Walton Foundations Grant has been solicited, and the likelihood of being awarded those grants is unclear.		109-111, Attachment O

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: No strengths were noted in the Financial Plan and Capacity Section. Weaknesses/Questions: Are there any agreements or commitments in place for startup funding? What is the likelihood of receiving these funds? The BEP revenue seems high. How was that and other assumptions calculated? Was the authorizer fee included? A number of items, including assessment costs and accounting systems, do not appear to be listed. In section G, it states that outside services will not be used, yet contracted services are listed in the budget document.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: No strengths were noted in the Financial Plan and Capacity Section. (If Any) Weaknesses: Funding sources for the startup appear to be speculative, as no evidence of contact with the entities listed was provided. A partnership with "New Venture School funds" (section J) is referenced without supporting information and no contingency plan. The financial plan lacks clarity and detail, is missing several likely expenses, and contains discrepancies between the narrative and the budget worksheets.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the "Strengths" area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the "Concerns/Questions" area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Lydia Smith
Proposed School Name: Foundations of Autism Charter School

Application includes an Executive Summary.

Yes ☐ No ☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The proposal includes a clear and concise mission statement that outlines goals for school's educational environment as well as their approach to educating children with autism. ABA approaches are evidenced based and backed by research. Vision targets socially significant changes with the focuses on life skills, communication, and social emotional development.		4
Concerns/Questions		Page
How will FACS measure the success of their mission? How is FACS defining "respect" in their vision? How will the achievement gap be closed?		4, 5
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The FACS shared in their question and answer session that their goal is to address the issue of students attending school and also receiving ABA therapies. FACS hopes to replicate and build on other successful charters in the country.		4, 5
Concerns/Questions		Page
How will the blend between education and ABA be decided?		5

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS clearly identified WCS as the community in which they intend to draw students. Rational for selecting this area shared. The enrollment section identifies statistics that highlight the growing number of children being identified with autism. The proposal clearly identifies grades K-3.		5, 6
Concerns/Questions		Page
What gaps is FACS looking to specifically address for students beginning in kindergarten? What data was used to support claim that parents who are able send their children with autism to private schools? Not all students who are identified with a Developmental Delay will end up qualifying under autism. On page 5 it notes that FACS will serve students affected by autism but on page 6 it states that the strategies of FACS would benefit any student wishing to enroll. Is FACS planning to accept all disability categories? Autism is not currently the largest disability category in WCS. Are all students recommended for FACS by their WCS IEP team?		6, 7
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Mr. Byrdsong noted that the number of individuals with autism in increasing every year. FACS team shared that they plan to tour and partner with other successful autism charter schools in the country. FACS team shared that an IEP team would determine a student's placement at FACS.		9
Concerns/Questions		Page
Is the number of 120 students high? Are there 120 students grades K-3 who would require this restrictive of an environment? How will students be “mainstreamed” back into a lesser restrictive environment? Will this be an IEP team decision? If a student is moving to a lesser restrictive environment within FACS (such as into a classroom that operates similarly to a typical public school program) will an IEP team need to make this determination? If eligibility for enrollment is an IEP team decision, would 120 meetings have to be held in the Spring of 2021 by WCS?		6,11,9

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Academic focus is based on a foundation of Applied Behavioral Analysis (ABA) practices which aligns with the school's mission and vision of providing individualized and research based intervention to students with autism. Daily living, communication, and social emotional domains are highlighted as important areas of focus. The following approaches are shared: direct instruction, cooperative learning, differentiated instruction, DTT, PRT, errorless teaching, task analysis, and NET. Great example of measurable IEP goal shared. School team plans to use Active Student Responding (ASR) to check comprehension.		13, 14, 17
Concerns/Questions		Page
Will staffing be adequate to implement the 1:1 curriculum noted (Ed Mark) as well as other academic interventions? Because FACS targets students with significant needs, many may also require 1:1 behavioral intervention. Plan notes that every IEP goal will be aligned to a Math or ELA standard. What if a child isn't exceptional in these areas? There are many students with autism who are age appropriate in math/reading. There is little information provided regarding how blended learning will be implemented. Are all curriculums noted in this plan, including SRA, approved by the state of TN? Is FACS aware that curriculums must be approved by the state?		12, 18
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
During question and answer session, FACS team shared that they will utilize research based interventions based on child needs.		No page #
Concerns/Questions		Page
Although ABA is a researched based methodology, it does not include specific curriculums for reading, math, spelling, etc. that target state standards. How will FACS go about determining which curriculums to purchase? Proposal mentions the Social Thinking curriculum. Is FACS aware of the discussion in the field of ABA around if this program? (<u>Leaf, J.B., Kassardjian, A., Oppenheim-Leaf, M.L., Cihon, J.H., Taubman, M., Leaf, R., & McEachin, J. (2016). Social Thinking: Science, pseudoscience, or antiscience?</u>) How will students have access to peer models and those without disabilities?		15, 16, 17, 18

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS identifies the need for progress monitoring and frequent data collection . This section states that deficits will be identified and goals will determined. FACS indicates that they will follow the Tennessee State Board of Education's policies for promotion, retention, and exit. The plan states that data will be collected regarding student absences.		20, 21
Concerns/Questions		Page
Plan indicates that support will be based on the Tiered Model, but there is little detail about what Tiers 1, 2, or 3 will look like in implementation. Is promotion/retention determined the same way if students are in multi-age classrooms? What are "corrective plans" mentioned on page 20?		20, 21
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No additional strengths identified after meeting with FACS team.		No page #
Concerns/Questions		Page
How does FACS plan to teach state standards in a multi-grade classroom? More information is needed regarding FACS' plan for RTI. How will FACS meet the needs of students requiring different types of RTI intervention (math, writing, phonics, comprehension, fluency)---especially those requiring progress monitoring for potential SLD?		20, 22

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: - The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. - There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. - The applicant identifies specific ways to transform the existing school culture while respecting the school's history. - If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. - If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
A variety of assessment approaches are noted including VB-MAPP and ABLLS-R. The proposal indicate that assessments will also consist of pre and post tests, formal and informal observations, and self evaluations. The Curriculum Director will develop and supervise teachers in the development of formative assessments. Plan mentions ongoing data review and adjustment to student program plans. Summative assessments will take place at the end of each unit in Reading/Lang, Math, Science, SS.		27,28
Concerns/Questions		Page
What does an "ABA portion" of an IEP look like/consist of? Is every child receiving either the ABLLS-R or VB-MAPP assessment upon entry? How will units be determined for multi-age classrooms using State of TN standards? Plan states that all IEP goals will be aligned to a specific TDE Math or ELA program of instruction. What if a child does have goals in those areas on their IEP?		28, 29
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS confirmed that they plan to assess each student upon entry. Assessment will be conducted by BCBAs and classroom teachers.		28
Concerns/Questions		Page
The plan notes that at the end of every year the team will come together to review progress and new goals will be generated. Does this mean that all 120 students will need an IEP meeting at the end of every school year? Does FACS have the capacity to hold 120 IEP meetings at the end of the school year?		30

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Plan states the FACS will follow the WCS academic calendar (180 days). Proposed schedule is shared on pages 31 and 32. Afterschool program is outlined and scheduled is shared. Examples of nightly activities are listed. The first day of school will be August 8, 2022. The last day of school will be May 17, 2023. Each academic day will be 6.5 hours. The school day will go from 8:30-3:00 with 4 hours of Core Instruction. There will be time built into the day to address therapy and other life skills.		31, 32, 33, 34
Concerns/Questions		Page
Is there a plan to deliver the state required amount of PE? PE is not identified in the proposed schedule. Does the 6.5 hour school day allow for a "Snow Day Bank?" More information is needed regarding what Tiered Supports will look across day. Is the after school programming and therapy separate from the IEP or is it an IEP team decision? Is there a cost to participate in After School Programing? Is After School Programming staff budgeted for?		31, 32, 33, 34
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS wants to align with the WCS calendar to make it easy on parents. During discussion, the FACS team shared that there may be a cost for After School Programming if a student receives therapies.		31, 32, 33, 34
Concerns/Questions		Page
During Q&A session, it was shared that students need OT so that may be used as part of the PE requirement. More explanation needed regarding this statement. OT is typically fine motor support while PE is gross motor. What if a child doesn't have OT services? How will he or she get the required amount of PE? Is there time set aside for staff to hold IEP meetings during the proposed day? If FACS does not have the staff required (such as general edu. teachers) to hold IEP meetings, would they work with WCS to schedule these meetings?		31, 32, 33, 34

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Leadership team has many years of experience working with children with disabilities. The years of experience of founding team members is clearly outlined. Dr. Homishak has over 15 years of experience designing and implementing plans for students with autism. Ms. Johnson has 30+ years in the field of special education. The school plans to administer W-APT and WIDA Screeners.		35
Concerns/Questions		Page
Page 36 notes that all students will be moderately or severely disabled and will require a full-time specialized instructional setting but there is also information provided that there will be classrooms that mirror a “typical” classroom setting. Who is FACS planning to contract with to have materials translated for non-English speaking families? It was stated that the "gifted/advanced" section was not applicable because students will be entering with autism. It is important to note that some students with autism are dual-exceptional and receive services under both areas of exceptionality.		37, 38
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
It was shared that all paraprofessionals will be trained as RBTs and supervised by BCBAs. The team reiterated focus on small group and individualized instruction.		No page #

Questions/Concerns: Plan states that IEP teams will meet within 30 days of enrollment to review/revise IEP. Does FACS have the capacity to hold 120 meetings within the first 30 days of school? If so, when will these meetings be held? (37) Little information has been provided about the specific research based curriculums/modalities FACS plans to use. Additional concerns will be present if Dr. Homishak is unable to relocate to Tennessee. FACS does not have a clear plan on how to expose students to typically developing peer models.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
This section lists the necessary forms required for students to enroll. It was stated that enrollment will be done online. The mission was restated with emphasis being placed on meeting the educational needs of students with autism by providing high-quality individualized education services through evidenced based methods. The team feels that support should extend beyond the school environment and therefore a focus on positive parent rapport will be made.		39, 40
Concerns/Questions		Page
How will school culture be established? There was no mention of PBIS or Tier 1 behavioral interventions in the plan. Many districts have robust PBIS systems in their Elementary Schools. The Discipline Policy does not mention identifying behavioral function, meeting to revise BIP, etc. There is no mention to what Tier 1 classroom best practices will be implemented.		40
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
In the Q&A session, it was shared that a unique environment will be created that blends ABA and education. The team shared that all staff will be trained in CPI.		39
Concerns/Questions		Page
Consequences for incidents of harassment, intimidation, or bullying include the possibility of an Alternative Learning Location. Where would this location be? If a “suspension of programming” decision is made by the Director would the child go back to their WCS school of zone? Would this require an IEP team decision or Manifestation meeting? Will there be a seclusion room identified in the school building?		42

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS plans to release a Press Release upon approval and will also plan to reach out to media outlets. FACS will target the following organizations: Autism TN, Kid Central TN, Autism Society of Middle TN, and Autism Speaks. FACS hopes to partner with WCS, local preschools, and local ABA clinics.		44
Concerns/Questions		Page
More information is needed regarding recruitment vs. eligibility through an IEP team decision. How will this be communicated with parents so that they're aware? This could be difficult to communicate in a press release.		43, 44
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
No additional strengths noted after discussion with FACS team.		No page #
Concerns/Questions		Page
The plan states that FACS will enroll all eligible students in grades K-3. What if a child is eligible (has an IEP with autism or a medical diagnosis) but their IEP team does not indicate a need for a restrictive environment such as FACS? Plan states that students will not have to apply yearly but if the decision for them to attend is based on IEP team decision, this would have to be done each year when LRE is considered at their yearly program plan review.		43

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT

Characteristics of a strong response:

- There is evidence that community feedback is incorporated in the application.
- There are 3 or more letters of support, MOUs, or contracts with community partners (**Attachment E**).
- The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school.
- The applicant has a well-defined plan for informing and educating parents on school policies.

Initial Application Review

☐ Meets or Exceeds Standard

☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Page

Plan indicates that staff will participate in training and coaching parents in ABA techniques to ensure strategies are implemented across all environments. Plan identifies a need to help educate families on navigating the system for their child in regards to therapies, etc. The school plans to use email, communication logs, and bi-weekly progress notes. Parent teacher conferences will be scheduled 2x per academic year. Parent observations will take place 4x per year. FACS will utilize a website, Facebook page, and digital newsletter. Parent association meetings will be scheduled monthly, including a 30 minute training segment correlated to an annual series. Parent Training Curriculum will be developed by the Curriculum Director. This will also be made available online for easy access.

Concerns/Questions

Page

No concrete evidence of community feedback included in the application. There are not 3 or more letters of support, MOUs, or contacts with community partners at this time.

No page #

Final Application Review

☐ Meets or Exceeds Standard

☒ Partially Meets Standard

☐ Does Not Meet Standard

Strengths

Mr. Byrdsong shared that there is support from a TN senator (Senator Hale).

Concerns/Questions

All of support is anecdotal. Although support from a senator is noted, it is not from a Williamson County representative.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The plan clearly establishes the mission to educate individuals with autism using the research based practice of Applied Behavior Analysis (ABA). Programing components, such as daily living and social emotional development, are outlined with focus being placed on ongoing assessment and data collection. Weaknesses/Questions: It is unclear how students would be made eligible for this setting. Would it be an parent decision or an IEP team decision? These are vastly different scenarios that will impact enrollment and recruitment. Additionally, there are concerns with the feasibility of program implementation. Is it possible for staff to implement all individualized interventions and conduct assessments outlined in the proposal? This may be especially difficult if rooms are multi-grade and if students have impacting behavior requiring staff to provide 1:1 behavioral support.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The founding team shared that they will aim to hire individuals with a knowledge of ABA. Ideal teaching candidates would be teachers who also have their BCBA certification and paraprofessionals who are also RBTs. (If Any) Weaknesses: FACS has not considered, in depth, a plan to establish and maintain school culture such as a Tier 1 Positive Behavior Intervention Supports (PBIS) program. In addition, there is not a clear plan regarding how students with autism would access peers without disabilities/peer models.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Members of the leadership team have different areas of expertise and skill sets.		48, 49
Concerns/ Questions		Page
No member of the founding team has opened a charter school before.		48, 49
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No other strengths noted.		49
Concerns/ Questions		Page
Two board members are related and in executive leadership positions together. Together they would be able to make financial decisions and sign checks. Should another level of accountability be in place here? The person noted as Treasurer has no noted background in finance.		50, 110

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
A chart was included breaking down job duties and responsibilities for founding members. The timeline starts in May 2022 and runs to the start of school. Business HR, Facilities, Curriculum, Enrollment, and Marketing are all included.		51-53
Concerns/Questions		Page
When is the application deadline? Multiple dates listed throughout the chart. The timeline does not align with the start up budget. Many positions are not accounted for including janitorial staff, therapists, BCBAs, etc.		51-53
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No additional strengths noted after meeting with FACS team.		No page #
Concerns/ Questions		Page
Is enough time allotted to hold all necessary IEP meetings before beginning of year? Will there be a lottery? Earlier in the packet it stated there would not be one (43), but the chart in this section says that there will be a lottery and "lucky" parents will be notified.		51-53

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Ideal facility is outlined in this section. Ideal facility's components include administrative office space, reception area, conference/training room, staff break room, work room, office space for administrative staff, eight classrooms, smaller instructional rooms, life skill center (kitchen, laundry), motor room/gym, sensory rooms. Ideal facility would be at least 8,000-10,000 square feet.		51
Concerns/Questions		Page
Does the church understand the undertaking and commitment of this partnership? Is there a contingency plan if initial facility does not work out? Is the facility protected by a fire sprinkler system? The lease projection seems very low for the area. Has this been secured?		51-57
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Mr. Byrdsong has experience in site selection and has built out for over 10 separate locations. This experience includes both full build outs and space renovations of equal or greater space requirements. Mr. Byrdsong shared that he has had verbal discussions with a local church about using their facilities.		No page #
Concerns/ Questions		Page
Is FACS planning on donated furniture? \$4,000 for staff furniture and \$9,000 for student furniture does not seem like enough for 120 kids. Who is responsible for custodial (FACS or church)? Does this church have an ADA compliant playground? This facility will also be used as a daycare for the church. How will FACS maintain confidentiality and safety in a shared space.		51-53

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates 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. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Executive Director, Director of Education, Business and Operations Manager, and Director of Curriculum roles identified. The facility plans to hire those with expertise in ABA.		58-59, 60
Concerns/Questions		Page
How many BCBA's will there be on staff? Is there a budget for this? Based on enrollment numbers, it looks like about 10 BCBA's will be needed but this is not budgeted or accounted for in the plan. Will there be enough BCBA's to supervise the program plans of all 120 students as well as supervise the RBT's? Will Dr. Homishak be on location or working remotely from Arkansas? Are SLPs, OTs, and PTs included on the chart?		60
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS will aim to recruit individuals who have a working knowledge of ABA. The team shared that their ideal candidate is someone who has their BCBA and is also a teacher or someone who is both general education and special education certified.		63
Concerns/ Questions		Page
Will there be general education teachers hired? If not, how will IEP meetings occur as all meetings must have a general education and special education teacher. Is FACS aware that Teach for America primarily recruits college graduates without any experience in the field of education? The market value for a BCBA listed in this packet is incorrect.		63, 110

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
FACS' plan is to follow the WCS professional development calendar. Teachers will start one week before students do in order to take part in intensive training. Core Components of training are outlined in this section. Coaching will be utilized to provide feedback to teachers. Plan to cultivate future leadership capacity is shared. Leadership that Works (Martha Lasley) will be used.	67-68	
Concerns/Questions	Page	
Early Releases are mentioned. The plan states that some Wednesdays will be used as early release/professional development days. Will these shortened days impact the required amount of instructional minutes? Will the shortened days have to be reflected in IEPs?	67	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
No additional strengths noted since meeting with FACS team.		
Concerns/ Questions	Page	
When will staff plan to hold IEP meetings? Will FACS pay for BACB required continuing education hours? If paraprofessionals are not already RBTs, will FACS pay for materials as well as their assessment? Is this included in the budget? Will FACS be paying BCBA's extra to supervise RBTs? Is supervision happening during the school day? If so, when? Do teachers have a planning period?	67	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Commercial Package Policy, Umbrella Liability, Workers Comp, Cyber Liability noted.		70
Concerns/Questions		Page
Retirement contributions are not included as an expense. Charter Schools are required to be part of the Tennessee Consolidated Retirement System. Is FACS aware of this?		No page #
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No additional strengths noted in this section.		No page #
Concerns/ Questions		Page
How do you plan to insure a shared space? Does insurance cost get shared with the church? Is there a plan to cover professional liability for BCBAs? No sexual abuse coverage noted. No company letter included.		No page #

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS shared that parents will be responsible for transportation.		71
Concerns/Questions		Page
What if a student's IEP says that they require SPED transportatio? Does that fall on WCS to provide?		71
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No additional strengths noted.		
Concerns/ Questions		Page
Can FACS require parents to bring their child? How will FACS budget and provide busing if transportation cannot be denied?		71

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS plans to contract all food service.		78
Concerns/Questions		Page
Will the facility have a kitchen? Is this required?		78
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No additional strengths noted.		
Concerns/ Questions		Page
How will allergies and dietary restrictions be accommodated? FACS said that they would consider a variety of vendors but little information was given regarding which ones.		87

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FERPA information outlined in proposal. Written releases will be obtained and staff will be trained on information regarding FERPA. Rights will be transferred at age 18. Staff will be educated on Electronic Privacy Information Centers rules regarding when records can be disclosed. Server will be secure.		73
Concerns/Questions		Page
Has enough money been set aside in the budget for all teachers to get a computer? Is there a plan to have a school nurse? Does FACS have the necessary technology to conduct state assessments? If there is not nurse, how will the school handle medical emergencies?		73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No additional strengths noted.		No page #
Concerns/ Questions		Page
Although the ultimate plan is for FACS to have a nurse, there will most likely not be a nurse for Day 1 of operation. What if a child has tube feeding, requires seizure medication, obtains an injury, requires that medication be given during the school day, etc.?		75

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE (N/A)		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the 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		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS (N/A)		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY (N/A)		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT (N/A)		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE (N/A)		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS (N/A)		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The founding team has a wide variety of expertise in working with children with autism. Specifically, Mr. Byrdsong has experience with the operation of facilities that serve students with autism. Weaknesses/Questions: Many vital staffing positions are not accounted for across the plan/budget. Not having staff members, such as a nurse, can directly impact student safety especially with vulnerable populations. The budget was incomplete and was missing many items (specific staff members, assessment materials, technology, enough money for furniture, etc.).		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The goal of FACS is to hire staff members who have a knowledge of ABA and other educational best practices. (If Any) Weaknesses: There are concerns with the recruitment of human capital. FACS is expecting teachers with their BCBA's to supervise, conduct assessment, implement instruction, and program plan for their caseloads. The \$45,000 salary seems inappropriate for this level of work. An additional concern is that there is not a clear plan to address transportation. For many students, this is a service noted on their IEP. Information is lacking regarding how food services will be implemented. It is also unclear when teacher planning, RBT supervision, and professional development will take place during the school day. The plan notes that some Wednesdays may be early release days, but it is unclear how this will be implemented and how this will impact student instructional minutes.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
A variety of revenue sources are noted. Financial charts and projections provided.		109
Concerns/Questions		Page
The initial \$215,000 source of revenue from the "New Venture School Fund" is not explained. Has this funding been secured? Is this a grant or a loan? Is there documentation to back up this revenue source? More information is needed regarding the Building Excellent Schools revenue source.		109
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Funding from the state of TN has opened up since the application was submitted---up to 1 million dollars. FACS has submitted an application and is expecting an answer between now and April. State will provide an answer prior to the charter in hand. This would be for Year Zero.		No page #
Concerns/ Questions		Page
There are few assumption notes in Attachment N. FACS is not aware of the Authorizer Fee, but this is required. Retirement Contributions are not included in the expenses, but Charter Schools are required to be part of TN Consolidated Retirement System. More clarification is needed on the team's understanding of these elements. There is no budget for assessment kit and evaluation tool cost.		No page #

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN (N/A)		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: A variety of revenue sources are being explored by the founding team. Weaknesses/Questions: The budget is incomplete and missing items that are imperative to the successful operation of a school. This includes furniture, staffing, technology, assessment materials, and student materials. The financial plan seems unable to support the school's mission or vision.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: No additional strengths noted. (If Any) Weaknesses: Team was unable to answer how they will obtain funding if initial funding plans did not materialize. Little information or clarification was provided regarding the missing pieces of the budget. FACS was not aware of many required elements such as Authorizer Fee and retirement components.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE (N/A)		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the "Strengths" area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the "Concerns/Questions" area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Kayla Fraley

Proposed School Name: Foundations Autism Charter School (FACS)

Application includes an Executive Summary.

Yes

☐

No

☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The mission and vision are focused on meeting the unique needs of students with autism and mention specific, evidence-based strategies and methods for delivering ABA as part of the daily curriculum. The mission and vision are clear in that they focus on students with autism at varying levels of need. They emphasize the integration of innovative teaching methods and intend to foster participation from parents and families in the education of their children.	4	
Concerns/Questions	Page	
Do the mission and vision include a focus on safe and healthy students? The vision statement expressly lists the goal to create "lasting change" and "socially significant change in the lives of children with autism;" what metrics will be used to gauge visible progress toward meeting these outcomes? The vision statement makes mention of "additional educational...skills necessary for them to be active and involved members of their families and communities," in reference to the students FACS will serve; what are the action steps, strategies, or measurable outcomes related to these skills?	4	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The mission and vision clearly link to the following TCA 49-12-102a purposes. Provide options for parents to meet the educational needs of students, Encourage the use of different and innovative teaching methods, and Provide an alternative means within the public school system ensuring accomplishment of necessary outcomes. From the interview, 4 FACS is passionate about implementing the evidence-based strategies from the ABA approach to provide students with the necessary skills and a pathway to return to the mainstream (full-inclusion) regular classroom.	4	
Concerns/Questions	Page	
What are the measurable metrics FACS will use to gauge the success of the mission and vision in implementation? The statements included in the mission and vision highlight a value for building rapport and relationships with parents and the community, however, what specific steps will FACS take in year 0 and year 1 to accomplish the vision to build rapport and relationships with parents and the community? In what ways will FACS place a value on and provide students enrolled with experiences alongside general education peers if this is a fully self-contained environment? Is the number of students who require an entirely self-contained setting significant enough to necessitate a school the size proposed? If so, the metrics from Williamson's County's current Tier 3 program do not reflect this number.	4	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The plan clearly describes Williamson County as the community from which the school intends to draw students. The plan details a clear outline to limit class size to 15 students with one lead teacher and at least two highly-trained paraprofessionals, and the plan to begin with two classrooms at each grade level, K-3, for a total of 8 classrooms. The plan cites current statistics from the CDC related to the trends of autism increasing in the United States.		5-9
Concerns/Questions		Page
Who will be accepted as intended students for the charter school? Will FACS only consider those students with a medical diagnosis, those with special education eligibility, or both? What about students with eligibilities/diagnoses other than autism? The enrollment summary makes the statement that most/all students with development delay meet eligibility for autism, and this is a misconception, based on the state of Tennessee's eligibility criteria. The enrollment summary statistic included states that autism is the largest disability category for Williamson County, but this does not reflect WCS's current enrollment statistics. How will FACS bridge the gap between early childhood and school-aged learning for students with autism in measurable, actionable ways?		5-9
Final Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Autism is a significant developmental disability that is increasing. From the interview, Mr. Byrdsong made mention that he had verbal support from a Tennessee State Senator.		5-9, Interview
Concerns/Questions		Page
Related to the rationale for selecting the community where FACS will locate, Mr. Byrdsong cited conversations with peers and other parents but mentioned he could not produce letters, written communication, or data as evidence to show community support for the need for a school such as FACS. In the interview, Mr. Byrdsong made mention that either a medical diagnosis or special education eligibility would be considered for enrollment, but on PG 86-87 the application indicates that both are needed. The enrollment summary outlines the student to teacher ratio as 3:1, however, throughout the section and in the interview, the staffing formula was found to show that ratio to be 5:1. The enrollment summary states FACS aims to start with 120 students with autism enrolled, but this metric does not correlate to the current number of students with autism served by WCS who require a totally self-contained learning environment, entirely outside the general education setting.		5-9, Interview

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The school's academic focus is strongly aligned to the mission and vision in that their academic approaches will center around principles of ABA and AVB, which are research-based. The academic plan references the use of specific assessment tools (VB-MAPP and ABLLS-R) as the measures to guide the curriculum. FACS' academic plan highlights the intent to focus on individualized instruction through the implementation of IEPs and/or PEPs.		10-19
Concerns/Questions		Page
What process will FACS follow to support students who may experience learning gaps as students transition to or from other WCS Public schools? How will you select and adopt curriculum? How will writing be addressed? Can you tell us more about your model with blended learning and what that would look like in practice in the FACS environment? What role will general education teachers play in instruction? How will BCBAS support academic instruction? What academic responsibilities will your paraprofessionals have?		10-19
Final Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
From the interview, FACS staff indicated they will follow all laws and guidelines in accordance with the State of Tennessee's Department of Education. Staff confirmed that FACS will clearly adhere to all guidelines for curriculum adoption in accordance with the TN State Standards and statutes addressed by the TDOE. FACS is committed to finding ways to unlock success for all students.		10-19
Concerns/Questions		Page
After the interview with the staff from FACS and additional plan review, all of the concerns/questions from the initial review remain. While FACS confirmed their plan will adhere to all state guidelines and regulations, from the interview the depth of knowledge related to the TN laws and guidelines related to academic focus and planning was at the depth necessary to ensure compliance in implementation. The academic plan as written could not be characterized as either rigorous nor robust. As submitted, it lacks specificity to understand what successful academic instruction will look like, outside of practices for ABA and AVB.		10-19

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS' plan for academics is centered in finding personalized ways all students can achieve academic success.		20-25
Concerns/Questions		Page
What assessments are you going to use to identify gaps in skill? What process does FACS have in place for how you will respond when you don't see academic progress (RTI)? What structure will FACS implement to ensure adherence to TN's Say Dyslexia law? How will you address specific needs for intervention beyond ABA and AVB? Do you have a plan for Tier 1 behavioral supports? How will you meet the TDOE guidelines for universal screening and the implementation of multi-tiered systems of support in other areas in which a student may become eligible? How will FACS staff respond when students have already met the standard or goal ahead of initial timelines?		20-25
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS' plan to address student attendance goals are clearly outlined and directed at addressing absenteeism in a strategic way. FACS retention and promotion policies in the plan are clearly defined and based in TN State Law.		20-25
Concerns/Questions		Page
While FACS confirmed their plan will adhere to all state guidelines and regulations, from the interview the depth of knowledge related to the TN laws and guidelines related to academic focus and planning was at the depth necessary to ensure compliance in implementation. A lack of clarity and detail related to the RTI process, implementation of a systematized multi-tiered system of support in the area of both academic and behavioral interventions, as well as measures to address both dyslexia and written expression are still undefined? The school's promotion, retention, and exit policies are vague and unclear, leaving significant gaps in the detail necessary for day-to-day implementation.		20-25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not included		25
Concerns/Questions		Page
Not included		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not included		
Concerns/Questions		Page
Not included		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not included		26
Concerns/Questions		Page
Not included		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not included		
Concerns/Questions		Page
Not included		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS' plan places a clear emphasis on data collection and data-driven decision-making in relation to student academic and behavioral progress. The staff at FACS will be a part of ongoing data analysis for each student as an individual, and data will be collected daily.		27-30
Concerns/Questions		Page
What assessments are you going to use to measure knowledge of state standards? How will this assessment data provide insight related to student mastery of the standards? Where will formative assessments come from? How will you support your teachers in PLC related to student learning and data. In what way will you use PEPs to gauge academic progress? How will FACS staff respond when you don't see academic progress? What academic criteria will you use to determine a student's readiness to transition back to the mainstream WCS classroom? What is your plan to bridge the transition to WCS/from FACS and vice-vers, as it relates to academic standards and progress?		27-30
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS' plans include ABLLs and VB-MAPP skills tracking on a daily basis which will contribute to a detailed data profile for individual students as it relates to skills-related progress.		27-30
Concerns/Questions		Page
While FACS confirmed that their academic plan will follow state guidelines for assessment, from the interview the depth of knowledge related to implementation remains a question. The detail regarding specific academic standard assessment lacked clarity in relation specific assessment measures, data outcomes, and how those would influence daily instructional practice. It is not clear how FACS plans to train staff in the use of assessment data to inform daily instructional decisions. Since FACS cites aimsweb (a skills-based assessment) as their standardized tool for assessing academic progress, the concern remains as to what standardized and norm-referenced measure would be indicated that would assess mastery of state standards. As written, the academic plan could not be described as robust, detailed or viable. Additionally, based on the responses provided in the interview, a lack of preparation was apparent, and not additional information was provided in follow-up to the interview when specific questions could not be addressed.		27-30

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	Does Not Meet Standard
Strengths		Page
FAC's school calendar adequately meets TN requirements for a minimum of 180 days of instruction.		31-34, 83
Concerns/Questions		Page
Can you provide additional detail as to how you structured the time allotments for each portion of your school day? How will FACS address physical education and TN's activity law for students? Related arts/exploratory is not a part of the standard school day - will these classes only be offered in the after-school programming? Time for lunch and recess was not defined. How will FACS ensure the provision of coverage for students and still provide planning and duty-free lunch for teachers? When will intervention for functional skills, OT/PT, Speech, take place?		31-34, 83
Final Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Based on the interview, Mr. Byrdsong clearly indicated the plan for FACS to align their yearly calendar to follow that of WCS, which meets all requirements for the 180 days. This would support ease of movement for students back-and-forth between mainstream classrooms in WCS and FACS. FACS core team plans to visit other schools similar to the model they have proposed to make final determinations related to scheduling.		31-34, 83
Concerns/Questions		Page
FACS applicant made mention of research that supports the need for similar schools for student with autism. Though the committee made a request for that research to be shared, it was not submitted. While the interview provided insight about the daily schedule detailed in the application serving only as an example, with the proposed 6.5 hour day, students will not have built-in time for making up any potential school closure or inclement weather days, which would necessitate FACS making missed days up at the end of the school year. When answering directly, the question remains as to whether the blended model FACS is proposing for integrating PE and other services (OT/PT) will meet the requirements of the PE law. It remains unclear as to how other individualized needs of students while providing intensive ABA/AVB, and still maintaining required structures and for the academic day can be accomplished (Speech, Language, counseling, additional testing, etc.) .		31-34, 83

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Evidenced by the resumes provided, FACS' leadership team has varied, direct experience working with children with autism.		35-38
Concerns/Questions		Page
WCS current hiring process shows that hiring highly-qualified special education personnel (both special education teachers and paraprofessionals) is extremely difficult. FACS mentioned wanting to hire dual-certified teachers (Special Education and General Education certification), but these candidates are even more difficult to find. From the application, FACS indicates that all students will enter the school with a diagnosis requiring a full-time specialized instructional setting, so they do not include/outline in detail any process to identify students who may fall into additional special populations (additional disabilities, English Learners, at-risk, or gifted students). Will FACS provide special transportation for those needing it per their IEP? What process will be used to evaluate progress related to exit criteria?		35-38
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	Does Not Meet Standard
Strengths		Page
In addition to the extensive experience working with children with autism, FACS leadership has a clear passion for working with and making a meaningful, lasting impact on the lives of children with autism and their families through proven integration of educational and therapeutic strategies. The leadership comes with a variety of experience and expertise in the area of autism, which is central to their mission, vision, and focus.		35-38

Concerns:

How do you comply with TDOE's instructionally appropriate IEP expectations if goals are written with TDOE grade-level standards? What if an IEP calls for more or less service in an area (e.g., reading) than the proposed FACS schedule? How will students enrolled in FACS access to general education peers be available?

Will you only accept students who are significantly disabled? How will this be determined? Social training is a very important aspect of educating students with autism - if your students are not in the mainstream classroom, where do you see this training coming in?

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
From the plan as written, it is clear that FACS wants children with autism to be respected, valued, and attend school in a place that will endeavor to address their individualized and unique learning, social emotional, and behavioral needs. Their plans for instruction include a focus on targeting behaviors directly through therapeutic and curricular focused approaches.		39-42 84-87
Concerns/Questions		Page
Attachment B of the student handbook and student discipline policy is lacking in detail specific enough to understand how FACS plans to operate on a daily basis.		39-42 84-87
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS has a clearly defined goal to create a positive academic environment focused on meeting the unique needs of children with autism. They have a clearly outlined plan to using both ABA and AVB strategies as proactive, research-based approaches to target behavioral and communication instruction for children with autism. The application has included bullying, harassment, and suspension policies.		39-42 84-87
Concerns/Questions		Page
The handbook FACS submitted is limited in relation to detailed expectations for students as well as the policies/procedures staff will follow to guide student discipline. If expelled from FACS, it is unclear where a student would go; there is also no mention of a manifestation meeting or this required process as part of the student handbook section. It is unclear if FACS plans to have an IEP team determine the LRE following a manifestation or if they have considered a plan for what that process would look like. From the detail included in the plan, it is difficult to ascertain the manner in which FACS will function on a day-to-day basis in relation to student discipline, staff policies, and family participation.		39-42 84-87

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The enrollment policy (Attachment D) detailed in FACS' plan adheres to both state and district policy. They have a plan to recruit and encourage parents/families of students with autism to not only enroll in FACS, but also encourage families to consider relocation to the Williamson County area due to the offerings FACS can provide.		43-44 86-87
Concerns/Questions		Page
Is it the intention of FACS to serve only students who have special education eligibility in the area of autism OR does it also include those students who may have a medical diagnosis of autism? Will FAC consider enrolling students with eligibility or a diagnosis in any area other than autism? Is enrollment solely application-based? Once FACS receives an application, who will determine the LRE? Would WCS IEP teams determine LRE and recommend FACS?		43-44 86-87
Final Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS' leadership has a clear passion and focused plan for how they will serve students with autism as well as connect with and support families in the Williamson County area who have children with these unique special needs. In the interview, the knowledge FACS' leadership has about how to address the unique needs of children with autism as well as their passion for creating a school environment where the curriculum and targeted behavior strategies are a central focus was both clear and compelling.		43-44 86-87
Concerns/Questions		Page
While the interview provided insight about enrollment and recruitment as well as who FACS hopes to enroll, the concerns that were present in the initial review continue to lack clarity. Additionally, the plan for how LRE would be determined still leaves a questions as to how FACS would fully enroll given the current need in WCS for students who required a fully self-contained learning environment - those numbers presented do not correlate.		43-44 86-87

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS places a high value on establishing trust and building relationships with parents and community partners prior to the school's opening.		45-47
Concerns/Questions		Page
Attachment E: letters of support, MOUs, or contracts with community partners are not included. From the detail in the plan it is apparent that engaging parents and community is a value, but specific details and a plan for parent communication appears to be incomplete. From the plan as written, it is unclear the detailed plan FACS will follow to ensure all parents of students enrolled would be informed in detail about school policies and procedures.		45-47
Final Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		
From the interview, it is clear the FACS leadership will draw upon their passion, commitment to, and personal experience in serving children with autism to engage both parents and community partners throughout the life of the school.		
Concerns/Questions		
While the interview provided some insight about FACS' efforts toward parent and community engagement, the concerns that were present about the lack of written support and clarification in the strategic approaches FACS will use that were apparent from the initial review continue. During the interview, Mr. Byrdsong shared that the feedback he received in support for FACS <u>has been verbally communicated, and he could not provide any written letters or postings as evidence of community feedback or support.</u> As such, there were no letters of support from parents or community members provided.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths: FACS has centered its mission and academic plan on meeting the needs of children with autism, an increasing area of need. Their academic plan focuses on personalization, has a strong value placed on data and data collection, and designates a significant portion of both the school day and teacher training efforts in evidence-based ABA and AVB strategies. Weaknesses/Questions: The lack of rigor and ability of FACS to provide a robust and complete curricular approach is concerning. The applicant included aimsweb as their primary assessment to measure student mastery of state standards, but aimsweb is a skills-based assessment. As such, the academic plan includes no standardized measure for mastery of state standards. Additionally, FACS included curricular choices for ELA, Math, Science, and Social Studies that are not currently on the TDOE's list of approved resources for adoption. While FACS stated they would adhere to all state guidelines and follow the mandates in place, the lack of specific detail in the plan suggests the applicant lacks specific knowledge regarding the evidence-based programming they recommended.		
Final Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths: From the interview, the passion and heart the applicants have dedicated to their mission to serve the unique needs of children with autism in this specialized setting are clear and compelling. The leadership of FACS comes with a variety of skills and experience working with children with autism. When asked about specific aspects of their academic plan, both curriculum and assessment, the applicant's responses affirmed they plan to follow to all state guidelines, and if the implementation proved ineffective, they are committed to adapt. (If Any) Weaknesses: The academic plan as written, combined with the answers provided during the interview showed an apparent lack of preparation for the interview as well as difficulty providing specific detail as to how state mandates would be met and what that would look like in FACS' proposed setting. When asked specifics related to curricular selections included in the plan and the purpose behind the assessments chosen, the applicant did not seem to have specific knowledge of the state regulations guiding such decisions, nor the evidence-based programming included in the plan as written. The detail in the academic portion was rather generic; when measuring its completeness in relation to what is required for opening a school, the academic plans as written could not be characterized as robust, rigorous, or detailed. Additionally, the lack of adherence to state guidelines for the RTI process and Say Dyslexia law were of particular concern. Throughout the course of the interview, the applicant stated that FACS had no formal surveys, questionnaires, or written communication to show community support. While the interview highlighted several gaps in these areas, it left the reviewer with more questions than I had at the start. As well, when given the opportunity, the applicant provided no additional information to clarify their plans to address these areas in the timeframe provided for follow-up.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The plan FACS submitted has a proposed board structure for governance and oversight.		48-50
Concerns/ Questions		Page
What experience does the leadership of FACS have in relation to governance and oversight of a school? What kind of research has the FACS team conducted in relation to school operation and financials? Do any members of the FACS leadership have legal experience upon which to draw in year zero through year one? Who will be responsible for the preparatory work for getting things ready for school to open in year zero, since the plan details that a COO will not be hired until year one?		48-50
Final Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS' has a plan for how they will structure their board to provide meaningful oversight for the school's performance, operation, and financials. The plan as proposed aligns with state laws and policies and includes a process for hearing and handling complaints.		48-50
Concerns/ Questions		Page
While the interview provided some insight about FACS' plans for governance, the concerns that were present about the lack of detail from the initial review continue. Board development/recruiting, as well as training of board members, is lacking in detail to help the reader get a clear understanding of how FACS plans to build capacity in members who will be responsible for governing.		48-50

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The plan FACS submitted includes a timeline related to start-up and details the relationship to the budget. FACS will work to form relationships with parents through local autism organizations to support early identification of children who would benefit from enrollment in a school focused on meeting the unique needs of students with autism.		50-54
Concerns/Questions		Page
In the first read-through, the Start-Up Plan seems broad and more universal, not specifically tailored to the specifics for FACS. Does FACS have a more detailed plan and timeline in relation to start-up at this time?		50-54
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
From the interview, FACS identified potential challenges related to enrollment and funding. They stated that they would work to overcome both enrollment and funding challenges by capitalizing on the strengths of their relationship-building skills and community partnerships.		50-54
Concerns/ Questions		Page
Through the interview, FACS leadership was able to add insight about their start-up plans, however, the concerns and questions about lack of specificity from the initial review continued. In response to the potential budgetary challenges the committee raised about finances, FACS provided limited detail related to the fallback or contingencies, and when answers were offered, they lacked specificity. The plan as submitted is not robust and lacks detail. Evidence of a school exit plan was not apparent.		50-54

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
From the application submitted, it is clear FACS leadership has cultivated a positive relationship with the church facility from who they will be leasing.	55-57	
Concerns/Questions	Page	
Can you detail how two classrooms per grade provide adequate space to address the unique needs for the materials, supplies, specialized furniture, and equipment required for the differentiated instruction described? Is the church you've partnered with prepared for the volume of takeover FACS would require during the week? Will the church facility offer FACS access to places in the building to support the unique needs of children with autism such as sensory rooms, swings, seclusion rooms, OT/PT, and cafeteria space? How will FACS store equipment and specialized furniture/supplies securely for times when the facility will be used as a church? Does the church facility offer indoor activity space? Is the playground equipment onsite age-appropriate and does it meet the code requirements for school playground equipment? Does FACS have a plan to upgrade the playground equipment to ensure accessibility?	55-57	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
Since FACS plans to make use of an existing facility to start, and they have an agreement to allow them not to pay rent for year zero, this allows FACS to focus on staffing and adding specific materials, equipment, and supplies needed, rather than facilities.	55-57	
Concerns/ Questions	Page	
FACS provided more detail about the facilities plan during the interview, however, the concerns and questions about specific facilities provisions from the initial review continued. A contingency plan is not apparent. Do the church facilities meet access and ADA requirements? Does the church have adequate fire protection and a sprinkler system? Does each proposed classroom offer multiple exits? A fire exit door? What is the plan for furniture for those items that cannot be donated? Will there be storage requirements of school/teacher/office materials each weekend/evening when the facility is used by the church? At this time, one cannot be confident in stating the facility has been secured.	55-57	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates 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. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The organizational information provided shows that FACS plans to recruit staffing through local agencies and established community connections.		58-67
Concerns/Questions		Page
The timeline included in the plan details that contracts will be issued in Dec/Jan ahead of an August opening. That's well ahead of a typical hiring timeline, especially given enrollment and recruitment challenges. The written description of the staffing projections (p 59-66) does not align with the detail provided in the chart (P 67). How will FACS strategically recruit teachers given positions fit into the "hard to fill" category of positions? How will FACS work strategically to retain teachers? Instructional support for teachers? Teacher discipline? There is no insight included to demonstrates FACS plan to result in diverse leadership and staff. Staffing plan included does not provide a robust level of detail.		55-57
Final Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS plan as submitted includes plans that demonstrate their intention to have clearly delineated roles and structure for staff and personnel employed as part of their startup.		55-57
Concerns/ Questions		Page
From both the application review and the interview, the organization's plan for staffing and recruitment continues to be unclear. The details included lacked sufficient explanation to understand the "how" - what specific steps FACS would take to recruit, retain, and support personnel. From the application, FACS indicated their plan to staff both general education and special education teachers as well as BCBAs. However, during the interview, it became apparent FACs is looking to fill teacher positions with duly certified		55-57

SSS/General education teachers. From the projected staffing plan, it does not seem FACS can reasonably function with 10 positions proposed covering all three roles: SSS, general education, and BCBA. In addition, the proposed dollar amount for teacher pay seems low and there is no account for additional step increases. Without having the experience and leadership of an established staff of veteran teachers, instructional coaches, mentors, and experienced department chairs on which to draw, what steps has FACS leadership taken to ensure proactive approaches are in place for teacher leadership and instructional support?

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS has a proposed plan to address professional develop to meet the training needs of their staff.		68-71
Concerns/Questions		Page
When does FACS envision professional development taking place (calendar/school day)? How will FACS plan to approach professional development process and evaluate the efficacy? How will FACS develop and implement professional learning plans? (P 7) “Few are staffed by a BCBA ... the only professionals who have the training and credentials in this discipline” Does FACS plan to hire all staff would be trained as a BCBA? How many days of teacher PD will be incorporated in FACS' calendar in addition to 180 days of instructional time?		68-71
Final Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The leadership of FACS comes with extensive experience in the field. This will provide the teachers and staff employed by FACS access to individuals onsite who can provide ongoing support, training, and professional development in this specialized field.		68-71
Concerns/ Questions		Page
From the interview, FACS provided some additional insight, however, the concerns and questions about the plan for professional development from the initial review remain. FACS has budgeted \$250/person or \$3,000/yr for professional development, however, this number falls short of the typical cost in WCS to provide professional development for teachers? Since training and professional learning are essential to ensure FACS staff remains grounded in leading, research-based techniques and strategies in this highly specialized field, how will FACS pay for the specialized professional development and training of staff with this limited amount included in the budget?		68-71

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The plan submitted includes details regarding how FACS will pursue insurance coverage.		72
Concerns/Questions		Page
FACS submitted attachment J, but not the insurance company letter confirming coverage. From the initial review, the plan for insurance seems brief and lacks detail.		72
Final Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS stated that they plan to secure insurance coverage required.		72
Concerns/ Questions		Page
Based on the interview and the research conducted by and shared by members of the committee, FACS' plan for insurance is vague. There was not enough information to determine that all required types of insurance cited; there is no mention of "sexual abuse insurance," as an example. Will FACS have additional insurance through your facility/landlord? Does FACS intend to fall under Williamson County Board of Education as "an additional insured?"		72
Will the landlord be "an additional insured?"		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS plans to approach transportation needs on an individual basis. From the plan as written, FACS will have parents transport students and coordinate with WCS and/or a contractor when transportation cannot be provided by the parent.		73
Concerns/Questions		Page
The plan as submitted states that FACS will require parents to transport students, and if the parents can't provide transportation then FACS will coordinate with WCS and/or a contractor. However, there is no budget for transportation services?		73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
From the interview, it is clear FACS has considered the need to address transportation in the future.		73
Concerns/ Questions		Page
After the interview, details regarding transportation seemed even more vague. Strategic planning for transportation we not clear in the narrative application nor the budget, and as a result, it appears would fall to the responsibility of the district. Despite identifying these gaps in the interview, no supplemental information was provided.		73

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	 Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Upon review, FACS intends to address food service needs and remain in compliance with guidelines in the future.		74
Concerns/Questions		Page
Has FACS conducted any research related to the timelines for approvals in order to run a National School Lunch Program? How will FACS ensure food handling meets all permitting and code requirements when sharing the facility in a church where access can be difficult to restrict? Does the facility currently offer the necessary equipment to maintain temperature controls?		74
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	 Does Not Meet Standard
Strengths		Page
From the interview, it is clear FACS intends to address food service in the future.		74
Concerns/ Questions		Page
How are you planning on supporting the special food needs of some students, particularly those that require nursing procedures and specially prepared food needs? Despite identifying gaps in specificity during the interview, no supplemental information was provided.		74

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS intends to take steps to ensure the safety of student and staff when onsite.		75-76
Concerns/Questions		Page
The plan as submitted is not detailed in the area of technology, nor does it reference a robust plan for data management and measures FACS will take to ensure student privacy. Health and safety measures do not details a plan to hire a school nurse, which is a definite concern. School safety plans, information regarding vetting of volunteers and visitors onsite, as well as measures the school will take to ensure student safety given the nature of the shared space in the facility remain difficult to determine. Maintenance of school facilities isn't referenced in detailed, which may be due to the shared facility and agreement with the church, but FACS will most certainly require maintenance for furniture and techology equipment that does not appear to be accounted for from a budgetary nor planning aspect.		75-76
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
From the interview, it is clear FACS has considered aspects necessary to ensure student and staff safety and understands the importance of keeping keep student information secure.		75-76
Concerns/ Questions		Page
From the interview, the concerns/questions from the initial application review continued. The financial components include an extremely limited start-up budget for Internet and Networking (\$2,475) and a strikingly low annual expense for IT services ((\$10,650), with no clear explanation of what that covers and no specifics related to network security. There is no detail related to assistive technology, not a plan to obtain, train, integrate, and support/maintain such devices. It was not apparent FACS has budgeted for specific software, applications, or programming to enhance twenty-first-century learning for SWD. How will FACS secure the space and meet adequate safety guidelines necessary five days of the week? Do you have a more detailed school safety and response plan? After the interview, FACS' plans for a school nurse and how to address students who become ill or injured at school seemed even more vague; I had additional questions related to how FACS would meet this need from a personnel and budgetary standpoint after the interview than I started with.		75-76

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the 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		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		77
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		78
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		79
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: - The leadership team is identified, together with their roles and responsibilities. - As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. - The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. - The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
NA	80	
Concerns/Questions	Page	
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
NA		
Concerns/ Questions	Page	
NA		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		81
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		82
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: The plan as submitted provides the proposed structure FACS intends to use to launch and build their startup. FACS has a tremendous passion for their area of focus and clearly intends to build on the positive relationships they've established in the community in order to advocate on behalf of the students they intended to serve. Weaknesses/Questions: The detail in the Operations portion of the plan submitted lacks detail and specificity. There is no clear contingency plan for the potential funding challenges or facilities. The detail related to insurances reveals concerning gaps in both coverage and knowledge of what is needed. With regard to staffing, there are tremendous gaps in the support staff needed to fully staff a school according to its intended purpose, school nurse, school psychologist, school counselors, and instructional technology, specifically.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: Through both their written plan and the interview, FACS will capitalize on the relationships they've established within the ASD community. The leadership of FACS will build upon these positive relationships and their commitment to serving students with autism as a way to both recruit students, staff, and financial support. (If Any) Weaknesses: After the interview, the identified gaps from initial review continued, and though given the opportunity, the applicant provided no additional information to shed light on the areas in which the plan lacked detail. It was clear that both facility and funding could not be considered secure. Insurance, transportation, and foodservice plans as written were incomplete. The detail that was included was not adequate to determine how FACS would specifically go about implementing steps to address these specific areas. There was no evidence of a plan for CEUs for the BCBAs included; based on the amount of emphasis and importance placed on the role of BCBAs in FACS' model school, it is unclear why emphasis and a plan would not be in place to ensure these employees maintain up-to-date with the latest training and education, something that is both required and expensive for these educators to obtain outside of the organization. Additionally, the level of information the applicant was unable to detail during the operations portion of the interview showed an apparent lack of preparation for not only the interview but the implementation itself.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS plan and budgetary worksheets include detail related to startup expenses as well as five year operating budget projections.		109-110 Attachment N
Concerns/Questions		Page
BEP funds are based on 30 students per grade, but FACS' plan as submitted includes only the recruitment of kindergarten students? Can you explain why recruitment is focused on kindergarten only? The budget documents submitted do not include detail regarding the revenue from YR 1 to YR 5 - can you explain calculations? Can you direct us to where the statutory requirement for TCRS is accounted for? Where in the budget have you accounted for staffing a school nurse, social worker, school psychologist, school counselor, OTs/PTs, speech and language pathologists? The materials and testing packages required to administer ABLLS and VB-MAPP are costly, as these materials can only be used once - can you explain where you have accounted for this annual expense in your allotment? How do you plan to fund in the event that the student requires assistive technology?		109-110 Attachment N
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	Does Not Meet Standard
Strengths		Page
From the interview, Mr. Byrdsong has developed a relationship with grant funders in order to secure funds.		109-110 Attachment N
Concerns/ Questions		Page
From the detail provided, both in the plan and budget documents submitted as well as the interview, it is apparent that funding is not secured. As staffing needs to increase based on changing student needs, FACS' plan to address that within the fixed budget (based on grants) was neither clear nor viable. As the interview progressed, the concerns and questions raised during the initial review continued, and additional questions were raised. It does not appear FACS has clearly defined contingencies in place related to finances if revenues are lower than estimated.		109-110 Attachment N

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: The FACS plan as submitted details budgetary items to address both start-up and continuing expenditures through year 5. FACS has cultivated relationships with grant funders in order to secure funds that will be required for signup. Weaknesses/Questions: The financial plan as submitted seems to be vague, lacking the "work" behind the calculations. It is not clear how FACS arrived at the totals as submitted, and the budget leaves questions in relation to how necessary staffing beyond teachers and paraprofessionals will be funded, as well as the ability of FACS to secure funds necessary to address technology, data security, accessibility needs onsite, and overall school safety.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: During the interview, it was apparent Mr. Byrdsong plans to draw upon his relationships in the clinical community in order to secure additional funding necessary. (If Any) Weaknesses: After review, funding and budgetary information as submitted was vague, and despite the opportunity to provide additional information in follow-up to fill in apparent gaps, no fallback plan for financial support was detailed and no supplemental information was provided. There is no confirmation that any funding has been secured. From a prior experience perspective, while the applicant has previous corporate experience, collectively the FACS' leadership brings no startup experience with them. In addition, upon further individual research of the applicant in due diligence, a previous bankruptcy was found to be on record. This raises concerns related to fiscal responsibility in relation to overseeing the substantial budget as proposed. Given that familial relationship between officers (applicant/Executive Director and President - son, and Director of Education/Treasurer - mother) and their joint fiscal responsibility as detailed in the application, this raises an ethical concern.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/Questions	Page	
N/A		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/ Questions	Page	
N/A		



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the "Strengths" area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the "Concerns/Questions" area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Jenny Vogus

Proposed School Name: FACS, Foundations Autism Charter School

Application includes an Executive Summary.

Yes

☐

No

☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicant encourages use of innovative teaching methods (ABA), wants to improve learning for all of it's ASD students to close the achievement gap, and intends to offer opportunities to parents to participate in the of their children (which are 3 purposes of the charter school found in the item TCA item above).		4
Concerns/Questions		Page
The mission statement is not clear, concise, nor measurable. The information provided in this section is general and is not a detailed description of the strong curriculum, range of opportunities, and innovation for this specific charter school.		4
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant encourages use of innovative teaching methods (ABA), wants to improve learning for all of it's ASD students to close the achievement gap, and intends to offer opportunities to parents to participate in the of their children (which are 3 purposes of the charter school found in the item TCA item above).		4
Concerns/Questions		Page
The mission statement is not clear, concise, nor measurable. The information provided in this section is general and is not a detailed description of the strong curriculum, a range of opportunities, and innovation for this specific charter school. The applicant interview did not provide sufficient details or insight into these concerns.		4

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Applicant identifies autism as an important developmental disability that needs to be given proper attention.		5-6
Concerns/Questions		Page
There is lack of detail, sound rationale, and proof of need/desire by parents of children with autism in this area as to why Williamson County was chosen for this particular school. It is also unclear how the applicant came to this conclusion, "This number does not include those identified with Developmental Delay and other disabilities that are likely to qualify for ASD diagnosis. If you combine developmental delay with autism, it would 1043 and would be the number one disability in Williamson County."		5-8
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Applicant identifies autism as an important developmental disability that needs to be given proper attention.		5-6
Concerns/Questions		Page
There is lack of detail, sound rationale, and proof of need/desire by parents of children with autism in this area as to why Williamson County was chosen for this particular school. It is also unclear how the applicant came to this conclusion, "This number does not include those identified with Developmental Delay and other disabilities that are likely to qualify for ASD diagnosis. If you combine developmental delay with autism, it would 1043 and would be the number one disability in Williamson County." After interview with applicant, no further information was provided to support the enrollment projections stated.		5-8

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The school's academic focus aligns with the school's mission and vision.		10
Concerns/Questions		Page
It is unclear how applicant will select/adopt curriculum for reading, math, science, social studies, and writing. It is unclear how applicant will monitor and ensure the curriculum used aligns to and addresses the TN standards at each grade-level.		10-13
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The school's academic focus aligns with the school's mission and vision		10
Concerns/Questions		Page
It is unclear how applicant will select/adopt curriculum for reading, math, science, social studies, and writing. It is unclear how applicant will monitor and ensure the curriculum used aligns to and addresses the TN standards at each grade-level. After interview with the applicant, no details were provided to address these or questions. Overall, this portion of the application is general, vague, and not rigorous or measurable.		10-19

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Academic goals support the mission.		20
Concerns/Questions		Page
For RTI, it is unclear what assessments will be used to identify gaps in skill and also how FACS staff will respond when no academic progress is being made. There is lack of detail in all of the characteristics above that indicate a strong application response.		20-22
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Academic goals support the mission		20
Concerns/Questions		Page
For RTI, it is unclear what assessments will be used to identify gaps in skill and also how FACS staff will respond when no academic progress is being made. In this section of the application there is considerable lack of detail in all of the characteristics above that indicate a strong application response. After the interview with the applicant, Academic Performance questions and concerns were not adequately addressed to alleviate these questions or concerns.		20-24

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: - The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. - There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. - The applicant identifies specific ways to transform the existing school culture while respecting the school's history. - If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. - If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are no strengths identified.		27-30
Concerns/Questions		Page
It is unclear what assessments will be used to measure knowledge of state standards. The application does not address the process to support students who may experience learning gaps in transfer to and from WCS and other schools.		28-30
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are no strengths identified.		27-30
Concerns/Questions		Page
It is unclear what assessments will be used to measure knowledge of state standards. The application does not address the process to support students who may experience learning gaps in transfer to and from WCS and other schools. This portion of the application lacks detail in richness of evaluation and processes that will be put in place for collecting, analyzing, and using data to support instruction along with detailed plans to provide adequate training for teachers and school leaders. These concerns and questions were not adequately addressed by the applicant during the interview.		27-30

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The school calendar meets minimum requirements of the equivalent of 180 days of instruction.		31
Concerns/Questions		Page
The application does not include the physical education requirement in the schedule for students. It is not clear how this schedule will accomodate 120 student for recess and lunch during that one hour time frame. OT/PT/ speech therapy services are not included in the schedule.		31-34
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The school calendar meets minimum requirements of the equivalent of 180 days of instruction		31
Concerns/Questions		Page
The application does not include the physical education requirement in the schedule for students. It is not clear how this schedule will accomodate 120 student for recess and lunch during that one hour time frame. OT/PT/ speech therapy services are not included in the schedule. During the interview with the applicant, there was no specific information provided for when PE classes will be incorporated into the schedule. Also, the applicant is unsure if the church playground they will be using is appropriate for K-3 age students.		31-34

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: - The leadership team has strong experience working with special populations. - The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. - There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. - The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. - The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Homishak and Johnson have experience working with special populations.		35
Concerns/Questions		Page
The executive director experiences with special populations is blank in the application. The applicant's plan for hiring qualified personnel is unclear. The plans address above are general and vague. Without general education classrooms, it is unclear how they will ensure access to the general education curriculum.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Homishak and Johnson have experience working with special populations.		35

Concerns/Questions

The executive director experiences with special populations is blank in the application. The applicant's plan for hiring qualified personnel is unclear. The plans address above in "characteristics of a strong response" are general and vague. Without general education classrooms, it is unclear how they will ensure access to the general education curriculum. After meeting with applicant, it is still unclear their plan for hiring qualified personnel and adapting for students with autism.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
The applicant has a positive vision for their school culture to promote a positive academic environment and high levels of academic expectations and support.	40	
Concerns/Questions	Page	
The applicant does not explain HOW they will create and sustain the desired school culture. The student handbook lacks information such as student dress code, etc. The Disciplinary policy lacks detail. It is unclear where students will go if they are expelled.	40-41 84-85	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
The applicant has a positive vision for their school culture to promote a positive academic environment and high levels of academic expectations and support.	40	
Concerns/Questions	Page	
The applicant does not explain HOW they will create and sustain the desired school culture. The student handbook lacks information such as student dress code, etc. The Disciplinary policy lacks detail. It is unclear where students will go if they are expelled. The applicant does not provide a coherent plan for creating and sustaining the desired culture for all students, teachers, and parents, and for integrating new students and families as they arrive.	39-42	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Applicant states it will not limit admission based on ethnicity, national origin, gender, income level, or English proficiency.		44
Concerns/Questions		Page
The application is unclear on page 43. Must all students have both? a) an IEP stating autism and b) medical form with autism diagnosis? Also, the application does not include a compelling community outreach plan to foster support initially or on a continued basis.		43-44
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Applicant states it will not limit admission based on ethnicity, national origin, gender, income level, or English proficiency.		44
Concerns/Questions		Page
The application is unclear on page 43. Must all students have both? a) an IEP stating autism and b) medical form with autism diagnosis? Also, the application does not include a compelling community outreach plan to foster support initially or on a continued basis. After the applicant interview these concerns were not made more clear.		43-44

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths identified in this section of the application.		45-47
Concerns/Questions		Page
There is no community feedback included in the application. There is no attachment E (letters of support) in the application. The plan for engaging parents and community partners lacks detail. The plan for informing and educating parents is general and vague.		45-47
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
There are no strengths identified in this section of the application. Pages 45-47		
Concerns/Questions		
There is no community feedback included in the application. There is no attachment E (letters of support) in the application. The plan for engaging parents and community partners lacks detail. The plan for informing and educating parents is general and vague. These concerns were asked of the applicant during the interview and he acknowledged that FACS does not have community feedback or letters of support to include in the application. Pages 45-47.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: Applicant has passion for children with autism and wants to provide needed services. Weaknesses/Questions: Overall, the application seriously lacks detail to: convey the need for such a school, robust plans to ensure its success, and provide strong academic programming for students.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: Applicant has a passion for children with autism and wants to provide needed services. (If Any) Weaknesses: Overall, the application seriously lacks detail to: convey the need for such a school, robust plans to ensure its success, and provide strong academic programming for students. During the interview, the applicant and colleagues were unable to expand and provide the needed detail to address questions and concerns. In fact, there are now more concerns by the lack of knowledge displayed answering the questions.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are no strengths identified in this portion of the application		
Concerns/ Questions		Page
The application states that the 3 board members are also the three staff members leading the school (Byrdsong, Homishak, and Johnson). There is concern that this board make-up does not ensure the best oversight as there are conflicts of interest when board members are also employees. A further concern is that the board president and treasurer are related as well. Also the board members have limited range of skills to oversee a charter school in this board capacity.		48-50
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are no strengths identified in this portion of the application.		
Concerns/ Questions		Page
The application states that the 3 board members are also the three staff members leading the school (Byrdsong, Homishak, and Johnson). There is concern that this board make-up does not ensure the best oversight as there are conflicts of interest when board members are also employees. A further concern is that the board president and treasurer are related as well. Also the board members have limited range of skills to oversee a charter school in this board capacity. The application does not present a plan to bring on board members that represent key stakeholders.		48-50

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There were no strengths identified.		50-55
Concerns/Questions		Page
The timeline for start up of the school is general and lacks detail. The applicant does not adequately address potential challenges.		50-55
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There are no strengths identified.		50-55
Concerns/ Questions		Page
The timeline for start up of the school is general and lacks detail. The applicant does not adequately address potential challenges. The applicant did not provide further information during the interview or within additional documents after the meeting.		50-55

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths have been identified.		55-57
Concerns/Questions		Page
The amount of space (2 classrooms per grade) is not adequate for the anticipated student population and the described instruction that will take place. It is unclear that the proposed space at the church is ADA compliant. The application does not provide a sound contingency plan.		9, 15, 16 56-57
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths have been identified.		55-57
Concerns/ Questions		Page
The amount of space (2 classrooms per grade) is not adequate for the anticipated student population and the described instruction that will take place. It is unclear that the proposed space at the church is ADA compliant. The application does not provide a sound contingency plan. During the interview, the applicant shared that he has not viewed the playground area at the church to determine if it is up to K-3 specifications. Also, the church space agreement is a verbal agreement and has not been secured.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates 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. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Organizational chart shows roles and reporting structure of the school staff.		
Concerns/Questions		Page
Both attachments H and I are missing from the application. There are discrepancies between the staffing projections narrative and the chart. There is no mention of hiring general educators to ensure access to general education curriculum. The applicant lacks details for a plan to support, develop, and annually evaluate school staff and also for addressing unsatisfactory staff performance.		59-67
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Organizational chart shows roles and reporting structure of the school staff		
Concerns/ Questions		Page
Both attachments H and I are missing from the application. There are discrepancies between the staffing projections narrative and the chart. There is no mention of hiring general educators to ensure access to general education curriculum. The applicant lacks details for a plan to support, develop, and annually evaluate school staff and also for addressing unsatisfactory staff performance. No hiring of school nurse is a concern.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Professional development is focused on ABA learning.		68
Concerns/Questions		Page
Applicant intends to hire teachers and paraprofessionals who already already have experience in ABA. Concerned about this unrealistic expectation of special educators. Since no general educators are being hired, are FACS teachers expected to be general educators, special educators, and also trained in ABA?		67
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Professional development is focused on ABA learning.		68
Concerns/ Questions		Page
Applicant intends to hire teachers and paraprofessionals who already already have experience in ABA. Concerned about this unrealistic expectation of special educators. Since no general educators are being hired, are FACS teachers expected to be general educators, special educators, and also trained in ABA?		67

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant has reviewed needed insurance for FACS.		71
Concerns/Questions		Page
Attachment J is not a letter from an insurance company confirming that the required coverage will be provided upon approval of the charter school application. Application does not reference which insurance companies were contacted to obtain this information.		109
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant has reviewed needed insurance for FACS		71
Concerns/ Questions		Page
Attachment J is not a letter from an insurance company confirming that the required coverage will be provided upon approval of the charter school application. Application does not reference which insurance companies were contacted to obtain this information.		109

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths identified.		73
Concerns/Questions		Page
The applicant does not have a plan in place for students to get to and from school if their parent cannot transport them. There is no transportation expense in the budget.		73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths identified.		73
Concerns/ Questions		Page
The applicant does not have a plan in place for students to get to and from school if their parent cannot transport them. There is no transportation expense in the budget.		73

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The applicant explains how it will collect free and reduced-price lunch information from families. .		74
Concerns/Questions		Page
The application lacks detail in how the applicant will provide food service to all students, adhering to federal regulations and nutritional guidelines.		74
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The applicant explains how it will collect free and reduced-price lunch information from families. .		74
Concerns/ Questions		Page
The application lacks detail in how the applicant will provide food service to all students, adhering to federal regulations and nutritional guidelines. During the interview the applicant was unaware of the timeline for approvals needed in order to run a National School Lunch Program (NSLP). Also concerned about how FACS will plan to provide special food needs of some students and those requiring nursing procedures. This was not addressed in the application.		74

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths identified.		75-76
Concerns/Questions		Page
The technology plan lacks detail for classroom use and for state assessment. Unclear what type of device third grade students will be provided. Concerned about vagueness of the data management plan to protect the privacy of student information. The applicant does not demonstrate an understanding of health and safety requirements that include plans for hiring a RN. How will FACS address student health needs such as Diastat administration, medications needing to be taken during school hours, students who become ill?		75-76
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No strengths identified.		75-76
Concerns/ Questions		Page
The technology plan lacks detail for classroom use and for state assessment. Unclear what type of device third grade students will be provided. Concerned about vagueness of the data management plan to protect the privacy of student information. The applicant does not demonstrate an understanding of health and safety requirements that include plans for hiring a RN. How will FACS address student health needs such as Diastat administration, medications needing to be taken during school hours, students who become ill?		75-76

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the 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		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

FACS does not plan to apply for any waivers at this time. page 78

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

None. Single Entity. page 79

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

None. Page 80.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

None. Single entity. Page 81.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

None. Single Entity. page 82

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The executive director has an MBA which is helpful in making operations and capacity decisions. Weaknesses/Questions: The application seriously lacks detail in its operations plans and capacity. The description of enrollment processes, board governance, the FACS start up plan, facilities requirements, staff hiring and professional development, insurance, transportation food service and additional operations such as technology and health services are vague and general, leaving a number of questions and concerns for the review committee.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: The executive director has an MBA which is helpful in making operations and capacity decisions (If Any) Weaknesses: The interview with the applicant did not ease any of the concerns stated above. The applicant did not provide further details during the meeting or after and was given the opportunity to do so.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The executive director has an MBA that will help FACS make finance decisions.		
Concerns/Questions		Page
Grant revenue is not secured. The TN Consolidated Retirement System requirement is not included in the budget. The authorization fee (annual) is not included in the budget. Application does not address meeting staffing increases with a fixed budget. The applicant does not include a contingency plan.		109
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	X ☐ Does Not Meet Standard
Strengths		Page
The executive director has an MBA that will help FACS make finance decisions.		
Concerns/ Questions		Page
Grant revenue is not secured. The TN Consolidated Retirement System requirement is not included in the budget. The authorization fee (annual) is not included in the budget. Application does not address meeting staffing increases with a fixed budget. The applicant does not include a contingency plan.		109

During the interview, the applicant was unaware of the annual authorization fee and the TN Consolidated Retirement System requirement.

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: No strengths identified. Weaknesses/Questions: The application has missing line items in the budget and it is unclear if the applicant has secured grant revenue.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: No strengths identified. (If Any) Weaknesses: The application has missing line items in the budget and the applicant has not secured grant revenue. This was confirmed during the applicant interview.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page



Department of
Education

Charter Schools

**TENNESSEE CHARTER SCHOOL APPLICATION SCORING
CRITERIA**

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the "Strengths" area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the "Concerns/Questions" area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the "Final Application Review" area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the "Final Application Review" area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Brent Oakley

Proposed School Name: Foundations Autism Charter School (FACS)

Application includes an Executive Summary.

Yes

☐

No

☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
School mission statement demonstrates a strong passion to assist students with autism.		4
Concerns/Questions		Page
The mission statement is a bit lengthy and doesn't appear to have a targeted way to measure the success of the school reaching its mission.		4
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Per interview, FACS outlined the desire for students to be able to return to their zoned school after finding success within their school. FACS has a clear passion and drive to positively effect students with autism and improve their school experience.		4
Concerns/Questions		Page
Concerns continue to linger related to the school's mission being measurable.		4

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS included facts from Vanderbilt Kennedy Center related to children with autism in Tennessee. FACS has a clear outline of 15 students per class with one teacher and two paraprofessionals per classroom.		5 - 9
Concerns/Questions		Page
How do we know 15 students in a classroom is best without knowing the needs of those students? Will 1 teacher and 2 paraprofessionals be enough staff to address student needs within a classroom? FACS has a misconception that all students qualifying under developmental delay will eventually receive an autism diagnosis and that autism is highest disability in Williamson County Schools.		5 - 9
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
During the interview, FACS shared they have been in conversation with a state senator to gather community support.		5 - 9
Concerns/Questions		Page
Concerns continue to linger as it relates to the transition process between FACS and WCS as this feels unclear. How are students selected for FACS? The application and interview contained information related to this being an IEP team decision or a medical diagnosis.		5 - 9

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS identifies assessments, ABA, and AVB to address needs of students. FACS also identifies specific materials they are planning to use such as the following: SRA Reading Mastery, SRA Reading Mastery Plus, Edmark Reading Program, PCI Reading Program, Wonders Reading Curriculum.		10 - 19
Concerns/Questions		Page
How will you select/adopt curriculum for reading, math, science, social studies, and writing? How will you monitor and ensure the curriculum used aligns to and addresses TN standards at each grade-level? What is the process for developing PEPs? How do you intend to comply with the state's instructionally appropriate IEP expectations with all goals being aligned to specific standards? How often will individual behavioral plans be reviewed and adjusted?		10 - 19
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS is passionate about educating students with autism and wants to provide them with opportunities to improve and access their education.		10 - 19
Concerns/Questions		Page
Based upon the interview session, the questions and concerns from the initial application review continue. Several question responses about academics centered around FACS would be following TN state laws and regulations. However, the knowledge of these laws from their perspective appears to be limited.		10 - 19

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
FACS has a clearly defined process for promotion/retention and clearly outlines their approach to student attendance.	20 - 25	
Concerns/Questions	Page	
Annual and long term goals appear to be vague do not align with language related to the school's mission and vision. The process for monitoring and and revising academic achievement goals is vague. What assessments are you going to use to screen students to competency in skills? How will FACS staff respond when you don't see academic progress? How does the RTI process at FACS?	20 - 25	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
FACS's academic performance plans are focused on student individual needs to ensure academic success.	20 - 25	
Concerns/Questions	Page	
Questions and concerns from initial application review continue. Several concerns revolve around the approach to RTI, dyslexia law for the state of TN, and understanding a clear path between a student showing success at FACS and returning to a WCS zoned school.	20 - 25	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: - The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. - There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. - The applicant identifies specific ways to transform the existing school culture while respecting the school's history. - If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. - If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		25
Concerns/Questions		Page
NA		25
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		25
Concerns/Questions		Page
NA		25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		26
Concerns/Questions		Page
NA		26
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		26
Concerns/Questions		Page
NA		26

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS clearly outline their process for collecting daily data through a (+ or -) approach for students and entering that data into excel at the closure of each school day.		27 - 30
Concerns/Questions		Page
What assessments are you going to use to measure knowledge of state standards? In what ways do you plan to use Aimsweb? What's the process to support students who may experience learning gaps as students transition between FACS and WCS? Aimsweb is a skill based assessment, however, it appears FACS is planning to use it to address standards mastery. What academic criteria will be used to determine that a student should return to WCS from FACS?		27 - 30
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Daily collection of data to measure student academic progress toward IEP goals is a best practice and outlined as a practice for FACS.		27 - 30
Concerns/Questions		Page
Initial application review concerns continue. The largest concern centers around using Aimsweb (a nationally norm-referenced skills based assessment) as the measure to assess mastery on state standards.		27 - 30

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS will be meeting Tennessee minimum requirements as it relates to days of instruction for the school year and hours of instruction in the school day.		31 - 34
Concerns/Questions		Page
How do you structure the time allotments for your school day? How will you address physical education for students? How are you accounting for the activity law? Recess is not noted in the daily schedule. When will intervention for functional skills, OT/PT, Speech, etc take place? What time of day do teachers receive duty free lunch and common planning?		31 - 34
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS is planning to follow the same schedule as WCS. This will allow an ease of transition for students if they move FACS to WCS or vice versa.		31 - 34
Concerns/Questions		Page
Per the interview session, the schedule listed in the application is only an example. The core team from FACS will visit similar schools to finalize the schedule. FACS is planning to do a blended model of Occupational Therapy and Physical Education. This leads me to the conclusion that FACS has not considered the PE law.		31 - 34

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS leadership team has experience working with students with autism and other special populations.		35 - 38
Concerns/Questions		Page
There is currently a shortage of special education teachers and finding those teachers will be a challenge. The process for identifying students with disabilities is unclear. The school schedule may not align with instructional minutes that have been written in current student IEPs. If so, how will this be addressed? How will access to general education peers be available?		35 - 38
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Core team from FACS is passionate about working with students and using their skill sets to provide a positive school experience for students with autism.		35 - 38

Concerns listed in the initial application review continue.

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS states they will promote acceptance, growth, and value of each individual. This aligns with FACS's vision.		39 - 42 84 - 87
Concerns/Questions		Page
FACS has a very limited student handbook and student discipline policy as part of the attachments.		39 - 42 84 - 87
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS states they will promote acceptance, growth, and value of each individual. This aligns with FACS's vision.		39 - 42 84 - 87
Concerns/Questions		Page
FACS's handbook is limited as well as their student discipline policy.		39 - 42 84 - 87

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS has a plan for marketing to help gather students for the school targeting Autism Tennessee, Kid Central TN, Autism Society of Middle Tennessee, and Autism Speaks.		43 - 44 86 - 87
Concerns/Questions		Page
Can students with eligibilities/diagnoses other than autism enroll? Is enrollment based on an application process? Who determines the least restrictive environment for students enrolled at FACS? Do WCS based IEP teams determine application status to enter FACS?		43 - 44 86 - 87
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has a plan for marketing to help gather students for the school targeting Autism Tennessee, Kid Central TN, Autism Society of Middle Tennessee, and Autism Speaks.		43 - 44 86 - 87
Concerns/Questions		Page
Concerns listed from initial application review continues.		43 - 44 86 - 87

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has outlined solid practices to communicate with parents. Parent communication and trust is vital for any school to find success.		45 - 47
Concerns/Questions		Page
Attachment E does not exist as FACS has not received any letters of support from the community. FACS's plan for parent communication tends to lean more towards the day to day communication rather than promoting the school prior to opening.		45 - 47
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
FACS has outlined solid practices to communicate with parents. Parent communication and trust is vital for any school to find success.		
Concerns/Questions		
Upon conclusion of the interview, FACS still has not received any letters of support from the community. FACS's plan for parent communication tends to lean more towards the day to day communication rather than promoting the school prior to opening.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: FACS has outlined some areas that show real promise in regards to educating students with autism. Their push to gather data daily is a best practice and plans to have staff adequately trained in CPI are a good practice. Weaknesses/Questions: Academic rigor and providing a robust curriculum is an area of concern. Aimsweb is outlined as the measure that will be used to determine student mastery of state standards. Aimsweb is a nationally norm-referenced assessment that address skill rather than standards. There are several areas in the school schedule that could present multiple challenges to promote academics and mastery of standards as well as current laws that are not addressed - PE law, Physical activity law.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS has a real passion for serving students with autism. Their core team has skill sets that can serve students well in promoting independence helping students with autism access the curriculum. (If Any) Weaknesses: Aside from the initial application review concerns that continue, it is unclear how students enroll in this program from WCS to FACS (meaning is this an IEP team decision). Another concern relates to staffing this school appropriately with a shortage of special education teachers and BCBAs in work force. Further concerns are centered around the lack of knowledge from a legal perspective and complying with Tennessee state laws.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS leader resumes demonstrate experience in a variety of areas that will assist FACS in the various facets of running a school.		48 - 50
Concerns/ Questions		Page
There doesn't appear to be any board members associated with FACS at this time.		48 - 50
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS does not further strengths than those listed above in the initial application review.		48 - 50
Concerns/ Questions		Page
While the leaders of FACS have a variety of experience, concerns continue to linger as it relates to not having board members at this time. Also, concerns related to family members serving as core members of the leadership team could create conflicts of interest.		48 - 50

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS is anticipating the challenges in enrolling students and identifying students with autism. FACS clearly states they will address this challenge by partnering with local autism organizations and the school district.		50 - 54
Concerns/Questions		Page
What is the plan for students that exit FACS? There doesn't appear to be on at this time.		50 - 54
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS did demonstrate additional strengths as a result of the interview.		50 - 54
Concerns/ Questions		Page
The plan for how students transition to and out of FACS is unclear. It is incredibly important to have a clear understanding and plan for how students transition back into WCS after experiencing success at FACS.		50 - 54

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS does not appear to have a strength in this area.		55 - 57
Concerns/Questions		Page
Is the space provided truly large enough for FACS's projected enrollment? Does the playground facilities meet the state requirements? Is the playground equipment age appropriate? There is a verbal agreement with Concord Avenue Church of Christ. Is the facility ADA compliant and does it meet all required fire codes by the state?		55 - 57
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
No additional strengths came up as a result of the interview.		55 - 57
Concerns/ Questions		Page
The contingency plan if the facility falls through is to reach out to other churches in the area through connections from the core leadership team. Without something in writing from the current facility, this is a risky act to ensure a facility meets all state regulations.		55 - 57

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates 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. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Salary for special education teachers will be appealing for teachers early in their career.		58 - 67
Concerns/Questions		Page
With the attraction of special education teachers early in their career, challenges will be encountered because these teachers will have limited experience. Also, a shortage of special education teachers will be an uphill battle to hire and will most likely lose experienced special education teachers to surrounding school districts in the middle Tennessee area.		58 - 67
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS did not demonstrate additional strengths in the interview other than those listed in the initial application review.		58 - 67
Concerns/ Questions		Page
Along with the challenge of attracting special education teachers that are early in their career, as noted above, will come a need for strong professional development to develop those teachers. What will be the plan for retaining these teachers as the surrounding districts will be able to pay them more as they progress through their career.		58 - 67

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The professional development plan is addresses many areas of training during times before students begin the school year and on early release days.		68 - 71
Concerns/Questions		Page
With early release days taking place, how will FACS address the loss of required instructional time from the state of Tennessee? FACS will also need to meet state requirements as it relates to teacher contract hours such as offering duty free lunch, for example.		68 - 71
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS is planning to follow the same calendar as WCS to address the built in professional development days and offer an clear and easy process for parents that may have children in multiple schools within Williamson County.		68 - 71
Concerns/ Questions		Page
Concerns listed in the initial application review continue.		68 - 71

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS clear defines the coverage they will seeking upon approval of their application.		72
Concerns/Questions		Page
The letter of approval for Attachment J does not confirm coverage upon approval of the charter school application.		72
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS did not share information that led to additional strengths during the interview.		72
Concerns/ Questions		Page
Concerns listed in the initial application review continue.		72

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS does not demonstrate any strengths in this area.		73
Concerns/Questions		Page
FACS is not planning to offer transportation services. How will FACS address transportation if a student enrolling has transportation services included in their IEP?		73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS did not share any information that led to additional strengths in this area during the interview.		73
Concerns/ Questions		Page
Concerns from initial application continue, as well as concerns related to FACS having the required knowledge to address transportation needs if it is warranted that they offer transportation services.		73

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS is planning to contract all food services. This will allow them to easily manage, with a thorough review of the contract, to make sure all state laws and regulations are followed.		74
Concerns/Questions		Page
There is little detail referenced as it relates to managing free and reduced-price lunch services for families.		74
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Strengths listed in the initial application review continue to be strengths.		74
Concerns/ Questions		Page
Concerns listed in the initial application review continue to be concerns.		74

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS is planning to include all maintenance concerns, issues, or challenges that may arise in their general lease agreement. This will enable them to address the issue of not having a maintenance supervisor or employee to tackle any maintenance needs.		75 - 76
Concerns/Questions		Page
The school safety plan is not very detailed. General statements are made that the safety plan will address various areas of safety; however, detailed safety plans outline procedures for pre, during, and post actions to be taken during any safety crises that schools face (intruders, evacuation, shelter in place, reunification plans, etc.)		75 - 76
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Strengths listed in the initial application review continue.		75 - 76
Concerns/ Questions		Page
Concerns listed in the initial application review continue.		75 - 76

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the 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		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		77
Concerns/Questions		Page
NA		77
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		77
Concerns/ Questions		Page
NA		77

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		78
Concerns/Questions		Page
NA		78
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		78
Concerns/ Questions		Page
NA		78

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		79
Concerns/Questions		Page
NA		79
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		79
Concerns/ Questions		Page
NA		79

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
NA	80	
Concerns/Questions	Page	
NA	80	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
NA	80	
Concerns/ Questions	Page	
NA	80	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		81
Concerns/Questions		Page
NA		81
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		81
Concerns/ Questions		Page
NA		81

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
NA	82	
Concerns/Questions	Page	
NA	82	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
NA	82	
Concerns/ Questions	Page	
NA	82	

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: FACS has an executive director with multiple experiences that will serve FACS well with their knowledge base in some areas of operation. This experience will be beneficial as FACS navigate their various aspects of operations and taking an organizational approach to operations. Weaknesses/Questions: There is a lack of board members identified, an insurance policy without an intent letter to provide coverage, and several Tennessee state laws and regulations to follow. These areas can provide multiple challenges for any school and following state guidelines without specific experts named in these various areas could easily result in misunderstanding these guidelines and becoming out of compliance.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: Additional strengths were not demonstrated by FACS during the interview. (If Any) Weaknesses: Weaknesses addressed in the initial application review continue to be areas of concern and were adequately addressed during the interview. The need for specific experts in various areas would be a must for FACS. Also, lack of a letter of intent for insurance is very concerning.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS's executive director has experience and background as a Chief Financial Officer. This area of expertise will be beneficial for FACS as they navigate the various challenges/successes/long-term financial planning needed to maintain and operate a school		109 - 110 Attachment N
Concerns/Questions		Page
All funding appears to be in anticipation of receiving charter school approval. Therefore, grant applications and other funds may not be solidified as financial backing that is needed to operate the school and there will be a tight timeline to open so quickly following approval of the charter school application if granted.		109 - 110 Attachment N
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS's executive director appears to be aware of the challenges that lie ahead in quick turnaround and the understanding of "chicken and egg" concept outlined during the interview process as it relates to securing funding.		109 - 110 Attachment N
Concerns/ Questions		Page
Concerns listed in the initial application review continue to be concerns as well as not having funding secured at this point in order to open the school.		109 - 110 Attachment N

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/Questions		Page
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
NA		
Concerns/ Questions		Page
NA		

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: FACS's executive director has experience serving as a Chief Financial Officer. In doing so, the background he offers to FACS is warranted as being able to adequately understand the need for financial planning to operate the school. Weaknesses/Questions: Weaknesses relate to current funding not being secured and sound backup plans if the original plan of seeking grant applications falls through. Grant applications may or may not be rewarded and backup plans of a large financial donor on the front end would offer some sense of planning safely to move forward.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: Additional strengths were not identified as a result of the interview. (If Any) Weaknesses: Weaknesses mentioned above continue to be an area of concern even though the FACS executive director is aware and recognized the concept of application approval and financial security work hand in hand. There are a lot of concerns centered around not having adequate funds currently and opening the school without those funds while being on tight turnaround.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
NA		
Concerns/Questions	Page	
NA		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
NA		
Concerns/ Questions	Page	
NA		



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the “Final Application Review” area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the “Final Application Review” area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Chad M. Walker

Proposed School Name: Foundational Autism Charter School

Application includes an Executive Summary.

Yes ☐

No ☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS mission is to serve a special population of students that can have significant academic and social/emotional challenges. The statement suggests the use of professionals well-versed in autism.		4-5
Concerns/Questions		Page
Enrollment projections are uncertain. Does every child need a diagnosis of autism? Will students with other disabilities be accepted? Is this the least restrictive environment for all students? What is the make-up of a classroom. Classrooms appear to be multi-aged, what challenges will this present? What are the projections for the school's enrollment? Mission does not appear to be measurable. Safe and healthy students not a part of the mission statement.		4-5
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS mission and vision serve a special population of students that can have significant academic, behavioral, and social/emotional challenges. The statement touches on the use of professionals who are endorsed ABA. The applicants are passionate about students with autism and providing them with the needed supports to help them grow and develop.		4-5
Concerns/Questions		Page
Some of the statements are not written out in a measurable way in the mission statement. There continues to be a concern if this is the least restrictive environment for students and how the students are selected. Does every child require a diagnosis of autism and how are other disabilities considered?		4-5

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Enrollment would draw from the Williamson County community and serve a special population with moderate to high needs. FACS has outlined 15 students per class with one teacher and two paraprofessionals. FACS includes Vanderbilt Kennedy Center/CDC data on the increasing numbers of autism.		5-9
Concerns/Questions		Page
Are the numbers of students with autism in Williamson County Schools accurate in the FACS application? Are students with other disabilities included? Does this include students with developmental delays? Some students may have secondary diagnosis, such as gifted and speech. How will it be decided which students enroll in FACS? Would students from FSSD also be included in the enrollment? WCS model for special education is rarely self-contained, it is typically an inclusive setting. Is this the least restrictive for this population of students. All Behavior Specialists in WCS are already BCBAs, so is the need as great as the application outlines?		5-9
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
During the interview the applicants discussed support of Senator Hale and others in the community.		5-9
Concerns/Questions		Page
It was unclear if enrollment would be from parent recommendation/referral or through an IEP decision from WCS /LEA. It was unclear how WCS' EC program bridges to kindergarten along with FACS. No formal data collected from the community to determine interest.		5-9

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS intends to use ABA and aligned assessments to make decisions to guide their academic focus and plan. Research based approaches for the specific population and individualized instruction are to be implemented.		10-19
Concerns/Questions		Page
How will you select/adopt curriculum and textbooks for the different content areas? Will the curriculum align with TDOE learning standards? Does the instructional daily schedule reflect the necessary time for each content area? How are Related Arts addressed in the daily schedule and are personnel accounted for in the budget planning? Professional development can be a large budget item, what are the short and long-term plans for PD and does the start-up budget support it to be ready for opening? How will FACS comply with TDOE's instructional appropriate development of IEPs? Is the physical education law accounted for in the schedule/plan?		10-19
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS intends to use ABA and aligned assessments to make decisions to guide their academic focus and plan. Research based approaches for the specific population and individualized instruction are to be implemented. It was stated in the interview they will comply with all TDOE expectations and regulations.		10-19
Concerns/Questions		Page
Questions and concerns from initial review continue. Responses from the interview were vague and plans did not appear to be completely formulated. Much planning goes into the opening of a school and ensuring regulations for schedules, curriculum, textbook adoption, and assessment, intervention, etc. are met.		10-19

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS sates goals will be based on U.S Department of Education and language -based to promote communication and increase academic success. Promotion and retention intend to follow TDOE regulations. Attendance and truancy plan follows TDOE regulations.		20-25
Concerns/Questions		Page
What other assessments will be used to measure academic progress and determine students requiring intervention/RTI? What is FACS' plan for RTI? How will FACS respond to students who do not demonstrate adequate academic progress? How will FACS implement the new Dyslexia laws for identification and academic support?		20-25
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS is committed to finding ways for their students to be successful academically. Promotion and retention intend to follow TDOE regulations.		20-25
Concerns/Questions		Page
Questions and concerns from initial concerns continue. After the interview items from above were discussed; however, specific plans for implementation were not defined or robust and raise concern applicants may not know what is involved in implementation. Responses to simply follow the TDOE expectations during the interview are too vague in regards of planning and implementation of academics.		20-25

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. ▪ There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. ▪ The applicant identifies specific ways to transform the existing school culture while respecting the school's history. ▪ If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. ▪ If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/Questions	Page	

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS intends to make data driven decisions when planning for students. Assessments outlined in the application are language based, which are outlined in the mission/vision and academic focus. Teaching strategies are anchored in AVB, DTT, Task Analysis, Direct Teaching, Errorless Teaching, and Shaping.		27-30
Concerns/Questions		Page
How is FACS defining ABA lessons? What is the one-to-one ratio of direct instruction versus group learning and how is it determined? What is the criteria for least restrictive environment? Who is implementing the programming? What does a high-quality autism classroom look like in the FACS setting? Will staff be CPI trained? How will FACS manage extreme or aggressive behaviors? What is the supervision for the BCBAs? How will you assess mastery of earning standards?		27-30
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS intends to make data driven decisions when planning for students. Assessments outlined in the application are language based, which are outlined in the mission/vision and academic focus. Teaching strategies are anchored in AVB, DTT, Task Analysis, Direct Teaching, Errorless Teaching, and Shaping. Dr. Homishak indicated she would be onsite for supervision once the school opened and for professional development.		27-30
Concerns/Questions		Page
Questions and concerns from initial concerns continue. How will FACS implement RTI and monitor progress and mastery of their students? Responses from the interview in regards to academic planning and monitoring were nonspecific. Will there be enough supervision of BCBA's once the school opens with a full staff and with growth? Responses to questions during the interview were vague, particularly in regards to assessment of academic programs.		27-30

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The academic calendar will offer 180 days of instruction and follow the WCS calendar; therefore, incompliance with the TDOE. FACS schedule intends to maximize one-on-one time and small group time for their students, providing time to take data on IEP goals.		31-34
Concerns/Questions		Page
The school day is shorter than the WCS school day. How are content time allotment aligned with district and state expectations? There are concerns particular about the length of the reading and math block, as it relates to surrounding schools. How will you integrate Related Arts and Physical Education? Does it comply with PE law? Recess is not included in the daily schedule. When will auxiliary supports, such as OT, PT, functional skills, Speech take place. Do teachers receive a duty free lunch and collaborative planning time?		31-34
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The academic calendar will offer 180 days of instruction and follow the WCS calendar; therefore, incompliance with the TDOE. FACS schedule intends to maximize one-on-one time and small group time for their students, providing time to take data on IEP goals.		31-34
Concerns/Questions		Page
Questions and concerns from initial concerns continue. Responses from interview did not provide detail of how the school day would look specifically for academic pacing and structure. The physical education law did not appear to be considered in their related arts and recess plan. More information on the after-school care plans is needed, particularly in regards to budgeting and personnel.		31-34

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The FACS leadership team has strong experience working with students with autism. The core team is experienced and Director of Curriculum is certified and qualified to supervise staff.		35-38
Concerns/Questions		Page
Special education teachers are hard to fill positions. What is the recruitment process for licensed teachers and paraprofessionals? FACS wants to hire dual certified teachers and this may be a challenge. The process for identifying students who are designated ELL, gifted, Tier 2/3 is not specific in the application. How does FACS comply with the TDOE's instructionally appropriate IEP expectations? How do students with IEPs access students without IEPs for social development and peer relations. Will school psychologists be employed by FACS? What formal data and feedback do you have from the WCS community regarding FACS?		35-38
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The FACS leadership team has a strong experience working with students with autism. The team is passionate about creating a school for this special population of students. During the interview they reported they intend to follow RTDOE regulations for dyslexia and RTI; however, specific plans were not outlined in the application.		35-38
Concerns from initial application review are consistent. Overall the FACS application touches on monitoring and identifying at-risk students, plans are not well defined, particularly in regards to RTI and gifted.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS intend to promote a positive environment where students with autism are respected and valued, aligning with the vision statement. Discipline procedures intend to follow IDEA. School culture aligns with schools mission and vision statements.		39-42, 84-87
Concerns/Questions		Page
Attachment B: Student Handbook is not adequate for the complexity of opening a new school building. Legally sound policies are not defined in the handbook. Attachment C: Discipline Policies is not adequate for the complexity of opening a new school building. Expectations of faculty and staff will also need to be defined in a handbook specific to employees.		39-42, 84-87
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS intend to promote a positive environment where students with autism are respected and valued, aligning with the vision statement. Discipline procedures intend to follow IDEA. School culture aligns with schools mission and vision statements. FACS team is passionate about serving this special population of students.		39-42 84-87
Concerns/Questions		Page
Attachment B: Student Handbook is not adequate for the complexity of opening a new school building. Legally sound policies are not defined in the handbook. Attachment C: Discipline Policies is not adequate for the complexity of opening a new school building. Expectations of faculty and staff will also need to be defined in a handbook specific to employees.		39-42, 84-87

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
There is not a lottery schedule, but FACS will take applications 30 days prior to first day of school with a waiting list. FACS will promote the school upon approval the charter school application, reaching out to local media outlets and autism organizations.		43-44, 86-87
Concerns/Questions		Page
Is FACS specifically intended to serve only students who have special education. Is enrollment solely application based? Does the IEP team get together to determine the LRE? Would IEP teams determine the LRE and recommend alternative setting?		43-44 86-87
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
There is not a lottery schedule, but FACS will take applications 30 days prior to first day of school with a waiting list. FACS will promote the school upon approval the charter school application, reaching out to local media outlets and autism organizations.		43-44, 86-87
Concerns/Questions		Page
Questions and concerns from initial concerns continue. After the interview there was some confusion on if their is an application process or the WCS IEP team would would help make the determination in conjunction with parents. What formal data does FACS have for community interest in a school of this nature? Concerns listed from initial application review continues.		43-44, 86-87

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS will partner with local autism organizations to engage parents and community.		45-47
Concerns/Questions		Page
Attachment E has been omitted from the application that support community interest and support. FACS does not have any letters of support. What public information has been reviewed? Has FACS already consulted with local autism organizations and what has the support been? What is your process for background checks to ensure a safe environment, particularly since you will be housed of shared space for volunteers. Handbooks are not complete enough to educate parents of policies.		45-47
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
FACS will partner with local autism organizations to engage parents and community.		
Concerns/Questions		
Attachment E has been omitted from the application that support community interest and support. No formal data or community surveys have been conducted, per applicant interview to substantiate the interest of FACS or like charter schools. Concerns from initial application review continue.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS demonstrates a passion for creating a school for students with autism. Their focus to use research based methods and instructional practices based on data collection are essential in working with the special population of students.		
Weaknesses/Questions: The overall academic plan is a concern. Providing a challenging and rigorous a curriculum that regularly monitors academic progress is essential for goal setting and planning to ensure students demonstrate annual achievement and growth . The academic plan is limited in detail, particularly in how FACS will implement RTI, academic assessments plan, promote least restrictive environments, and exposure to non-special education peers. The daily schedule needs to ensure it meets instructional requirements and regulations.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS has a passion for student with autism and believe in their mission and vision to support this special population of students in Williamson County. Focusing on research based strategies by certified staff appear to be a priority.		
(If Any) Weaknesses: It appears that FACS has failed to identify if there is an actual interest or need in the community as there is not formal data collection or surveys conducted in Williamson County. Therefore, it is unclear of how enrollment will be fulfilled and there is some contradiction if it is only parent referral or by IEP teams. Since there currently a challenge to fill special education positions in WCS, it may be concluded that FACS will also have difficulties filling the needed positions. In addition, there are many unanswered questions in regards to TDOE regulations as it relates to academics. Although FACS is passionate about serving students with autism, the interview process revealed there is not a thorough plan academics, assessment, and intervention. A robust plan is required for the opening of any school, particularly one that is independent from a school system. Simply stating they will follow TDOE requirements and expectations is not compressive enough for successful implementation.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
The governing board is made up of professionals with knowledge about the population of students they will be serving. The governing boards intends to conduct self-evaluations for accountability and oversight, while following state policies to drive decision making for the leaders.		48-54
Concerns/ Questions		Page
It will be essential to grow the governing board over time as the school approaches their opening to ensure all stakeholders are represented. Governing policies and procedures will need to better defined before opening.		48-54
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The governing board is made up of professional with knowledge about the population of students they will be serving. The governing boards intends to conduct self-evaluations for accountability and oversight, while following state policies to drive decision making for the leaders. Members from the interview have shared some experience with start-up of similar schools.		48-54
Concerns/ Questions		Page
It will be essential to grow the governing board over time as the school approaches their opening to ensure all stakeholders are represented. Although the current board members have experience with similar schools, the vast knowledge and experience needed in the various areas of school start-up is a concern in order to avoid negative implications when opening a new school from a legal, financial, community and educational perspective. As non-profit, connected to a public school district there are many policies, procedures and regulations that they must adhere to. There is a concern that two of the three initial applicants are related. Could this create issues with management and hierarchy of leadership?		48-54

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS has created a timeline for the school's start-up.		50-54
Concerns/Questions		Page
Potential challenges are not adequately addressed in the start-up plan. One of the most concerning is that the necessary finances for personnel, equipment, facilities , materials, and supplies may be underestimated. Although there is a timeline for the start-up, this may need to be expanded, providing more detail from onset of application of approval. The current timeline in the application begins December 2021. Is this enough time to adequately prepare for school's opening.		50-54
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Potential changes are not adequately addressed in the start-up plan. One of the most concerning is that the necessary finances for personnel, equipment, facilities , materials, and supplies may be underestimated. Because the finances have not been secured, these concerns are greater after the interview, particularly in regards to the preparation and appropriateness of the facility and academics.		50-54
Concerns/ Questions		Page
The concerns and questions from the initial application review remain. Following the interview more questions became apparent in regards to timeline and budget. FACS has not secured funding, which is major concern for start-up. Challenges and anticipated implications were not thoroughly discussed or identified in the interview process.		50-54

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has a facility they've identified central to the population being served.		55-57
Concerns/Questions		Page
Are two classrooms per grade level sufficient to do the level of differentiated instruction that FACS intends to do? Concerns with a multi-age classroom may also arise given the level of differentiation and developmental level of students, this would include furniture requirements, equipment and curriculum. What construction is required to get the facility ready for students? Does the church FACS is leasing understand the facility demands to be made on the building? Does the playground meet requirements for the ages of children being served? Is there a library and gym to promote reading and physical activity. What are the terms of lease agreement. Is the facility protected by fire sprinklers? Is there room for expansion? How will secure the appropriate furniture for the ages of students served?		55-57
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The facility agreement with the church that will be used is well below market value.		55-57
Concerns/ Questions		Page
The initial concerns from the application review continue. There is no formal lease agreement with the church and it is unclear if the facility is conducive to a learning environment and would meet all the safety and security requirements need for school-aged children.		55-57

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates 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. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Attachment G does provide a reporting structure and application provides more specifics in regards to the role of each person. FACS intends to use the TDOE approved evaluation policy for teachers and administration.		58-67
Concerns/Questions		Page
FACS will need to ensure that compensation packages include the necessary retirement and benefits per TDOE/WCS. Does the personnel for start-up provide enough licensed special education teachers and paraprofessionals needed? What if need arises during the initial year because of need or as IEP's are adjusted for students?		58-57
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Attachment G does provide a reporting structure and application provides more specifics in regards to the role of each person. FACS intends to use the TDOE approved evaluation policy for teachers and administration.		58-67
Concerns/ Questions		Page
FACS will need to ensure that compensation packages include the necessary retirement and benefits per TDOE/WCS. Does the personnel for start-up provide enough licensed special education teachers and paraprofessionals needed? What if need arises during the initial year because of need or as IEP's are adjusted for students? Does compensation package include what is required for state retirement and benefits? Team seemed unaware of some of the requirements at the interview. Information on compensation plan and employee manual is is vague.		58-67

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. The applicant proposes a thoughtful plan for professional development to address special and diverse populations. The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. Intent to hire teachers already with ABA experience.	68-71	
Concerns/Questions	Page	
Does FACS have to follow the same MOU for teachers as does WCS? This could impact their professional development plan. How will the professional development plan impact the school's academic calendar? Does the PD days align with those of the surrounding districts and schools? What are the qualifications of those delivering the PD?	68-71	
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. The applicant proposes a thoughtful plan for professional development to address special and diverse populations. The professional development plan supports professional growth, generates collaboration, and cultivates future leadership. Intent to hire teachers already with ABA experience.	68-70	
Concerns/ Questions	Page	
Quality professional development by certified/reputable instructors/organizations can be a costly expenditure for school's; therefore, does the budget provide adequate funding? How much of the PD is internally delivered versus from other professional outside of FACS?	68-70	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has reviewed the required amounts of insurance that will be needed for a charter schools.		71
Concerns/Questions		Page
How might insurance be impacted since FACS will utilize a church as the facility for the school? The insurance company letter (Attachment J) was not found. Are all forms of insurance needed for opening considered?		71
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has reviewed the required amounts of insurance that will be needed for a charter schools.		71
Concerns/ Questions		Page
How might insurance be impacted since FACS will utilize a church as the facility for the school? The insurance company letter (Attachment J) was not presented. Are all forms of insurance needed for opening considered? Insurance information from application is vague and incomplete. What other forms of insurance are needed for schools opening to provide adequate protection?		71

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS indicates that parents must provide all transportation unless their are special circumstances.		72
Concerns/Questions		Page
It is indicated the parents are providing transportation; therefore, there are no formal transportation plans, including anticipated routes and extracurricular activities. Transportation plan is not sound. How does FACS transport students during fieldtrips? Fieldtrips are an extension of the classroom. If there are special circumstances for students, transportation plans are not adequate. What does FACS consider a special circumstance?		72
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS indicates that parents must provide all transportation unless their are special circumstances.		72
Concerns/ Questions		Page
Is having parents transport students to and from school a reasonable request? Could this impact tardies and absenteeism? What would be special circumstances where a student would require transportation and what is the plan to transport. Contracted services could be a liability. It is not clear if relying on parents to provide all transportation is reasonable or best practice for student attendance.		72

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS intends to collect free and reduced-price lunch information.		73
Concerns/Questions		Page
Has FACS had discussions with state Child Nutrition Office with regards to licensing (Food Establishment Permit) and bidding requirements of the vendor? Has FACS research the application steps and timeline to be approved in NSLP? This is at least a 6 month process. Is FACS familiar with the Temperature Control SOP required as part of the application process to "Safe Temperature Zone" compliance for serving lines. Is FACS providing food for students who may require a feeding tube procedures and potential other meal requirements?		73
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS intends to collect free and reduced-price lunch information.		73
Concerns/ Questions		Page
Questions and concerns continue from the initial review following the interview. More specific information is needed in regards to the food service vendor and if requirements can be met before the school opening.		73

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS indicates they will follow all FERPA regulations regarding student privacy and disclosure of student records and data.		74-75
Concerns/Questions		Page
What FACS' expedited student device and will they be supported during the school day. What assistive technology needs will be required? Is the technology budget sufficient for the needs of the school? Has FACS investigated the requirements to connect to WCS and TDOE databases for student data management? What safety plans are in place for internet security and protection of student data? Plans for safety and use of technology are not detailed. What are protocols for building access, particularly since space is shared with a church?		74-75
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS indicates they will follow all FERPA regulations regarding student privacy and disclosure of student records and data.		74-75
Concerns/ Questions		Page
Initial application questions and concerns remain following the interview process.		74-75

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the 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		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A	76	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		77
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		78
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A	79	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		80
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
N/A		81
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS has developed a professional development plan that focuses on their target population. Professional development will have a focus on ABA strategies and conducted by certified BCBAs. They look to provide training for faculty and staff to provide consistency of services and implementation. Weaknesses/Questions: Although there are many concerns and questions regarding the Operations Plan and Capacity, the two that are most evident is that facilities and finances have not been secured, nor does there appear to be comprehensive options or alternative plans to those briefly outlined in the application. Although this is a concern with the financial plan of FACS, it is clear this will impact all operations that will be needed for start-up and the initial opening of the school.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS has developed a professional development plan that focuses on their target population. Professional development will have a focus on ABA strategies and conducted by certified BCBAs. They look to provide training for faculty and staff to provide consistency of services and implementation. (If Any) Weaknesses: Initial weaknesses are still a concern. It became more clear the facility may not be conducive to a learning environment, nor has a lease been established. There is concern this space may not be the needed size for initial size or growth. Construction plans for the space are not available. Operational plans are not robust that the school is prepared for the challenges of opening a new school. The interview did not answer the many questions the team had about operations and human capital and actually created more questions about the school's possibility.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS has investigated options for securing the funding.		109-110, Attach N
Concerns/Questions		Page
Is funding secured through a loan, grant, or donation? Is there documentation to back up revenue source? BEP and Title 1 funds require more explanation. There is some confusion with figures. Budget does not provide detail for how FACS will get from year one to year five in regards to budgeting. What if staffing needs to be increased after opening? Startup funds and cost appear to be underestimated given the large task opening the school and considering personnel, supplies, materials and equipment that will be required.		109-110, Attach N
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has investigated options for securing the funding. The shared they have options they can investigate if initial sources fail. They have shared they have verbal support from a senator, but not financial contribution.		109-110, Attach N
Concerns/ Questions		Page
Concerns from initial application review continue. Funding is not secured and does not appear all cost for opening have been considered in regards to personnel, supplies and materials, and equipment. More detail financial procedures salary schedules, pay increases, contracted services, and projects is needed.		109-110, Attach N

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A	35	
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths: FACS has investigated options for securing the funding. Weaknesses/Questions: The current budget is not detailed enough to demonstrate FACS has accounted for all the supplies, materials, equipment, technology and personnel that will be required for start up and to sustain the school for the next 3-5 years. More investigation needs to be completed in regards to technology costs, facilities cost, furniture costs, curriculum adoption, and personnel recruitment. The finances are too vague and do not appear to have accounted for all the expenditure required to open a anew school.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS has investigated options for securing the funding. The shared they have options they can investigate if initial sources fail. (If Any) Weaknesses: Funding has not been secured. Following the interview, it was clear the budget is incomplete and finances are dependent on limited sources. Alternatives plans for securing funding were not evident. The current budget is not detailed enough to demonstrate FACS has accounted for all the supplies, materials, equipment, technology and personnel that will be required for start up and to sustain the school for the next 3-5 years. More investigation needs to be completed in regards to technology costs, facilities cost, furniture costs, curriculum adoption, and personnel recruitment. The finances are too vague and do not appear to have accounted for all the expenditure required to open a anew school.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
N/A		
Concerns/Questions	Page	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Concerns/ Questions	Page	



Department of
Education

Charter Schools

TENNESSEE CHARTER SCHOOL APPLICATION SCORING CRITERIA

Ratings and Criteria

State law and regulation require the Tennessee Department of Education to provide “a standard application format” ([TCA 49-13-116](#)), and “scoring criteria addressing the elements of the charter school application” ([SBE Rule 0520-14-01-.01\(1\)](#)).

This scoring rubric is divided into subsections that correspond to the subsections of the charter application. Each subsection of the rubric identifies the characteristics of a strong response that would qualify as “Meets or Exceeds the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews. Ratings for each of the subsections under one of the four categories (academics, operations, finances, and, if applicable, performance record) shall be averaged to determine the summary rating for that category. For an application to be deemed ready for approval, the summary rating for all applicable categories must meet or exceed the standard.

Tennessee law states, "An authorizer's approval of a public charter school application must be in the form of a written charter agreement signed by the sponsor and the authorizer, which shall be binding upon the governing body of the public charter school. The charter agreement for a public charter school must be in writing and must contain all material components of the approved application required under § 49-13-107(b)" ([TCA 49-13-110\(a\)](#)). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Guidance for Reviewers:

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each subsection of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

"The plan aligns with the overall mission and vision because . . ."

"The chosen curriculum is research-based and proven effective with the targeted population of students because . . ."

Weaknesses of the academic plan

"The curriculum and daily schedule do not align with the mission and vision because . . ." "The discipline plan does not include provisions for students with disabilities."

Strengths of the operations plan

"The governing body is diverse and will be able to support the school effectively."

"The plan to recruit school leaders and teachers is robust and aligns with the mission of the school."

Weaknesses of the operations plan

"The governing body is composed of only two people who do not have sufficient credentials to support school leadership."

"The staffing projections do not align with the number of students or the stated mission of the school."

Strengths of the financial plan

"The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school."

"The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies."

Weaknesses of the financial plan

"The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed." "The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers."

Instructions for Reviewers:

1. Fill in your name and the name of the proposed school on the following page. Click once on the grey boxes to begin typing.
2. Check the **General Information** page of the application to determine which subsections the applicant was required to complete. The table below contains the required sections per applicant type.

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 original application • 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, through 3.3 • Portfolio Review and Performance Record: 4.1
4	Existing operator of a charter school in the Achievement School District (ASD) moving to a non-ASD authorizer	Operator with an existing school in the ASD proposing to move 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

3. For each required subsection of the application, you should do the following during your initial individual analysis of the proposal:
 - a. Select a rating for each subsection. Click once on the box to select. If you are not able to check the box, **please HIGHLIGHT your selection.**
 - b. Use the “Strengths” area to identify notable positive aspects of the response. Be sure to include page references where applicable.
 - c. Use the “Concerns/Questions” area to identify weaknesses and areas that should be explored during the debrief calls and/or capacity interview. Again, reference relevant page numbers.
4. Complete the summary page for each major section (academic, operations, and financial) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or weaknesses of the section as a whole. It should summarize your findings and should not be simply copied from your subsection analysis.
5. Use the “Final Application Review” area to provide your final evaluation of each subsection based on the complete application record (initial proposal, due diligence, capacity interview, and amended application, if applicable). This analysis should support the final rating you select.
6. Complete the “Final Application Review” area on the summary page for each major section. Document any additional evidence gathered during due diligence, the capacity interview and/or amended application and indicate your final rating for each major subsection.

Your comments and evidence are at least as significant as your rating. Please also remember that all documents, including your individual review, may at some time be available to the public.

Evaluator Name: Bernadette Coates

Proposed School Name: Foundations Autism Charter School

Application includes an Executive Summary.

Yes

☐

No

☒

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.1 SCHOOL MISSION AND VISION		
Characteristics of a strong response: ▪ The mission statement is clear, concise, compelling and measurable. ▪ The applicant clearly links the mission and vision to at least 3 of the purposes for charter schools found in T.C.A. § 49-13-102(a). ▪ When achieving its mission, the school, as described by the applicant, will offer a strong curriculum and a range of opportunities to all students and will close achievement gaps. ▪ The innovations described by the applicant are supported by evidence of success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS will provide evidence-based procedures of ABA as teaching methods. FACS' vision is to embrace all students with autism and educational needs are proposed to be met. The application provides a statement about building a positive rapport with parents and will have highly trained staff and support (BCBAs, teachers, RBTs, administration, and service providers).		4
Concerns/Questions		Page
The mission and vision does not mention a metric for what lasting and socially significant change in lives of children with ASD will look like. The mission and vision statements are not clear and concise and presented in a measurable way. How will specialized education services be measured? What is the metric for performance for professionals and pupils? How is the achievement gap going to be closed? This is not clear in the Mission and Vision Statements.		4
Final Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Per interview with Mr. Byrdsong, the vision for FACS was a specialized environment with a blend of academics and Applied Behavior Analysis. The goal of FACS is to help students get back into the general education classroom without assistance.		4
Concerns/Questions		Page
In the interview with Mr. Byrdsong, Mr. Byrdsong did not clarify what the parent rapport would look like at FACS. What would the parent trainings look like? Who will be providing the parent training? What does "Best-level educational support" mean? What will the blend of ABA and academics look like and how will this be decided?		4

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.2 ENROLLMENT SUMMARY		
Characteristics of a strong response: ▪ The applicant clearly describes the community from which the school intends to draw students, including demographics, school zones and academic performance of existing schools. ▪ The applicant provides a sound rationale for selecting the community where the school will locate. ▪ The enrollment summary and demographics charts are complete and contain reasonable enrollment projections. ▪ For existing operators, the use of different enrollment practices is clearly explained.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application identified Williamson County Schools and autism is highly recognized developmental disability in the application.		5
Concerns/Questions		Page
Will students without autism be accepted into FACS? The statement about students with Developmental Delays and other disabilities are likely to have ASD is a misconception. The statement about students with autism is the largest primary disability in Williamson County Schools is a misinformed statement. Where is the support for this claim? The sound rationale of the school location is unclear. What is the clear enrollment process?		5, 45
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Per interview, Mr. Byrdsong mentioned FACS plans to meet with other Autism Charters for guidance to help the school become successful for students with autism.		5
Concerns/Questions		Page
After the interview with Mr. Byrdsong, he was asked about the statistic of students with Developmental Delays being diagnosed with ASD. Mr. Byrdsong did not refer to data. He mentioned he gathered this information based on personal experience and speaking to other parents in Williamson County. The school enrollment of 120 students with autism does not meet the need of the current students in Williamson County Schools with autism for a private setting.		5, 44

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.3 ACADEMIC FOCUS AND PLAN		
Characteristics of a strong response: ▪ The school's academic focus aligns with the school's mission and vision. ▪ The academic plan is rigorous and research-based, addresses the needs of the targeted student population, and implements the school's academic focus. ▪ The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards. ▪ If the academic plan includes blended learning, the applicant clearly explains the model the school will use and the role of teachers within the blended learning environment. ▪ The applicant clearly describes an evidence-based plan to help remediate students' academic underperformance. ▪ An existing operator identifies key features of the existing academic plan that will differ from the operator's existing schools and a strong rationale for these variances.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The application reiterates the use of Applied Behavior Analysis principles from the mission and vision statements. Daily living, life skills, and community will be used throughout the school day at FACS.		10
Concerns/Questions		Page
Blended learning is mentioned (page 19) in application but does not clearly explain what model will be used and how teachers will execute blended learning. There is no mention of how remediation will be addressed when students underperform, as well as, what evidence-based practices will be used for remediation. AIMSWeb is skills based and not a standard-based assessment. How will FACS assess students on a standards-based level? Is FACS aware that the VB-MAPP and ABLIS do not align with Tennessee State Standards? How will students at FACS have access to peer models?		17, 19
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS proposes to use the Wonders Curriculum by McGraw-Hill. This program is approved by Tennessee State for standard-based curriculum. On pages 15 and 16, the application lists and defines the Applied Behavior Analysis procedures FACS plans to use.		12, 15, 16
Concerns/Questions		Page
SRA curriculum is not an approved Tennessee State as a primary curriculum resource. Writing curriculum is not found in the application, but is stated on page 10 that FACS will provide writing instruction. SRA Science and Social Studies curriculums begin at grades 3-12. FACS is planning to begin at grades K-3. How will Science and Social Studies be addressed? Do students with IEPs receive PEPs too?		10, 13

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.4 ACADEMIC PERFORMANCE STANDARDS		
Characteristics of a strong response: ▪ Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning. ▪ Academic goals support the mission and vision of the school. ▪ The applicant outlines a distinct process for measuring, monitoring, and revising academic achievement goals. ▪ There is an appropriate, well-defined corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals. ▪ The applicant outlines a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines. ▪ Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. ▪ The school's promotion/retention and exit policies and standards are rigorous and clearly defined.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS acknowledges the need for personal ID numbers for each student and that the student is to be at school for 50% of the day in order to be counted as present during the school day.		20
Concerns/Questions		Page
RTI is not explicitly explained how FACS will address the Tennessee guidelines in the application. The application provides a broad statement of Intervention plans. On page 24, the exit policy states, "N/A." What are the requirements for students to exit FACS' program? The applicant does not outline a distinct process for measuring, monitoring, and revising academic achievement goals.		20, 24
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Attendance is important to FACS. Every student will have an IEP for interventions.		20
Concerns/Questions		Page
FACS' proposal for RTI is geared towards Tier 1 supports. How will be Tier 2 and 3 supports be addressed? In the interview with Mr. Byrdsong, RTI progress monitoring tools were not clearly defined. Cathy Johnson mentioned that AIMSweb could possibly be used or need to have the student "in front of them" to know which tool to use. This statement does not outline a clear response to the question.		20

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.5 PHASE-IN/TURNAROUND – IF APPLICABLE		
Characteristics of a strong response: - The applicant has strong prior experience in turning around or converting an underperforming school, or a plan for doing so if the applicant does not have prior experience. - There is a detailed plan for engaging the neighborhood, community, and student population prior to conversion. - The applicant identifies specific ways to transform the existing school culture while respecting the school's history. - If proposing a phase-in approach, the applicant clearly describes how transition to a shared campus will occur with regard to campus collaboration and building-wide issues. - If proposing a full school take-over approach, the applicant outlines a realistic transition plan focused on communicating with existing staff.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.6 HIGH SCHOOL GRADUATION AND POSTSECONDARY READINESS – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant provides a plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) and a compelling explanation of any additional requirements beyond the State's requirements. ▪ The applicant clearly and persuasively explains how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities. ▪ The applicant outlines effective systems and structures to address students at risk of dropping out or not meeting graduation requirements.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.7 ASSESSMENTS		
Characteristics of a strong response: ▪ Internal assessments will provide rich data for evaluation of the academic program and align with state standards. ▪ A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS will rely on data collection to guide personnel to make decisions for IEPs for all students. FACS values professional training of all staff in order to implement curriculum to show student progress.		27
Concerns/Questions		Page
How does VB-MAPP and ABLLS align with Tennessee state standards? Citations for documentation of the statistic of public schools being out under stress with the rise of autism is unfounded in the application. Where is this documentation for this statement?		27
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS will rely on data collection to guide personnel to make decisions for IEPs for all students. FACS values professional training of all staff in order to implement curriculum to show student progress. FACS has a plan to assess each student upon enrollment.		27
Concerns/Questions		Page
In the interview with FACS, FACS stated that they would use EOC and AIMSweb to assess state standards. According to TDOE, those are skills based assessments and do not assess state standards. In the interview with FACS, the question was asked, "What assessments are you going to use to identify gaps in skill? How will FACS staff respond when you don't see academic progress? Ms. Johnson replied, "If something isn't working then you find something that is working, keep data, review where they are, it may be another program."		28-29

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.8 SCHOOL CALENDAR AND SCHEDULE		
Characteristics of a strong response: ▪ The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan. ▪ Tiered interventions, tutoring, enrichment and extra-curricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programing is reasonable.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS will have 180 days of instruction and the school calendar will reflect Williamson County Schools' calendar in order to help families enjoy all scheduled school breaks at the same time. After-school programming schedule is available Monday-Friday and on early dismissal days. The after-school program outlines programs appropriate and necessary for students with ASD.		31, 33-34
Concerns/Questions		Page
What does the referral process look like for students to qualify for after-school programming? Per Tennessee state guidelines, students need to have Physical Education and RTI built into the school schedule. On pages 31-32, these requirements are not listed on the outlined school schedule. On page 9 of the application, it states a 3:1 ratio for instruction per class sizes. On page 32, the application states a 1:4 instructor to student ratio. What is the correct ratio for the instructional setting?		31-32, 34
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has built in time to address life skills, adaptive skills, and therapy times in their proposed weekly instructional schedule.		32
Concerns/Questions		Page
According to Tennessee state guidelines, Kindergarten reading instruction needs to be a total of 150 minutes a day. FACS' schedule is proposing 60 minutes of reading a day. FACS' proposed daily instruction schedule does not meet the Tennessee state guidelines for math minutes of 90 minutes a day. Related arts and RTI are not accounted for in the proposed weekly schedule. Lunch and Recess minutes are not clearly defined.		31-32

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.9 SPECIAL POPULATIONS AND AT-RISK STUDENTS		
Characteristics of a strong response: ▪ The leadership team has strong experience working with special populations. ▪ The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations. ▪ There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students. ▪ The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success. ▪ The applicant has well-defined plans for monitoring and evaluating progress and exiting students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Dr. Homishak has over 15 years experience with designing and supervising plans for children and teens with autism. Ms. Johnson has 36 years of teaching experience in General Education and Special Education and has worked in Williamson County Schools for the last 18 years in Special Education.		35
Concerns/Questions		Page
Who will be responsible for general education curriculum? On page 35, the application states that there will be one certified teacher and 2 paraprofessionals. Later the application mentions that the elementary teacher will be responsible for teaching TN Standards and the special education teacher will be responsible for making sure that standards can be assessed through accommodations and supports. How does this meet the 1:3 teacher to student ratio stated on page 9?		35
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Transition periods, meal periods, and recess will be used as instructional opportunities which is important for students with autism and consistent data. Concerns: After the interview with FACS staff, Dr. Homishak she made mention that she may or may not be on campus. Ms. Johnson did not directly mention evidence-based teaching strategies FACS would be using. This is concerning because she is on the Leadership Committee.		36

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.10 SCHOOL CULTURE AND DISCIPLINE		
Characteristics of a strong response: ▪ The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ▪ The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive. ▪ The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies. ▪ The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS would like to stay consistent with Williamson County Schools' handbook. FACS wants to promote a positive learning atmosphere and those entering their school mid-year will receive special attention to help with the adjustment period.		39, 40
Concerns/Questions		Page
Where is the detailed Student Handbook attachment? The one provided in the application is not comprehensive.		39, 83, 84
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
In the interview with Mr. Byrdsong, he stated that FACS' mission is to help bridge the gap between pre-K to Kindergarten. On page 40, the application states FACS will create a unique environment for all students with autism, staff, and family members.		40
Concerns/Questions		Page
On page 41, the proposal states that they will follow disciplinary policies and procedures as defined by IDEA. When a student is involved in suspension or expulsion, a Manifestation Determination meeting must be held in order to make the decision for those actions as an IEP Team. On page 42, the application states, "Administrative suspension of programming may occur based upon a decision by a Director. If this decision is made, then if needed an IEP meeting may be held." Would the student go back to their home school if the student is expelled? The Parental and Procedural Safeguards need to be met as public school entity and this is not outlined in the application.		41-42

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.11 RECRUITMENT AND ENROLLMENT		
Characteristics of a strong response: ▪ The applicant's enrollment policy (Attachment D) complies with state law and district policies. ▪ The applicant outlines a compelling community outreach plan that is likely to foster demand and community support. ▪ Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Press release will be used to promote FACS. FACS plans to work with Autism organizations for marketing and recruitment, contact local ABA clinics, and local preschools prior to opening.		43-44
Concerns/Questions		Page
If an application needs to be completed 30 days prior to the first day of school, when will the IEP meeting be held in order to determine Least Restrictive Environment? Who will be invited to the IEP meetings? Will Williamson County Schools be apart of IEP meetings during the application process? What will the press release look like if the charter is approved?		43-44
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
In the interview with the FACS leadership team, they mentioned that FACS would be open to meet with parents prior to enrollment and the IEP meetings.		43
Concerns/Questions		Page
On page 44, a detailed outline of how the students will be given an equal opportunity to attend FACS is not provided. FACS will market towards the Autism community, what about the communities with multiple disabilities? Specific plans for outreach to families in poverty, academically low-achieving students, students with disabilities, at-risk students, and English Learners are not addressed or provided in the application. A description of student recruitment once FACS has opened is not thoroughly provided in the application. On page 44, the application states, "Student recruitment will be adapted, as needed." This does not provide plan or timeline.		44

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

1.12 Parent and COMMUNITY ENGAGEMENT AND SUPPORT		
Characteristics of a strong response: ▪ There is evidence that community feedback is incorporated in the application. ▪ There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E). ▪ The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school. ▪ The applicant has a well-defined plan for informing and educating parents on school policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS will partner with local autism organizations to employ parents and community members.		45
Concerns/Questions		Page
Community feedback is not provided on the application. On page 45, the application relies on 2nd hand reports, no data about the community, and no written letters to support FACS. Statistics are given under the feedback from the community section of the application. How does this provide the sound need or views from the community?		45
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		
FACS will be in communication with parents through email, communication logs, and bi-weekly progress notes. Parent/teacher conferences will be offered 2 times per academic year (found on page 46).		
Concerns/Questions		
In the FACS interview, Mr. Byrdsong provided information about receiving support from Senator Hail of Sumner County. There was no mention of support from Williamson County government officials in support of FACS. What will the Parent Handbook look like? There is unclear mention of how parents will be informed of all school policies on pages 45-46. There is mention of Parent Training Curriculum, what will this look like and what program will FACS be using to implement the trainings (found on page 47)? In the FACS interview, when asked about community support, FACS replied that the statistics listed were given. There was nothing specific as far as a group or individual parents giving support. FACS referenced numbers/statistics listed with current needs and escalating needs in subsequent years with no written evidence of statistics.		

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Academic Plan Design and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS will provide evidence-based procedures of ABA as teaching methods. FACS' vision is to embrace all students with autism and educational needs are proposed to be met. The application provides a statement about building a positive rapport with parents and will have highly trained staff and support (BCBAs, teachers, RBTs, administration, and service providers). Weaknesses/Questions: No letters of support were provided for the need of the charter school. The VB-MAPP and ABLLS assessments do not align with Tennessee State Standards. It is concerning that these 2 assessments are mentioned to assess state standards. Physical Education minutes are unaccounted for in the application as well related arts minutes.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS will provide evidence-based procedures of ABA as teaching methods. FACS' vision is to embrace all students with autism and educational needs are proposed to be met. The application provides a statement about building a positive rapport with parents and will have highly trained staff and support (BCBAs, teachers, RBTs, administration, and service providers). (If Any) Weaknesses: It is concerning when FACS was asked about supporting data about support from parents that Mr. Byrdsong relied on second-hand information and not actual data. No letters of support could be provided for the need of charter school. It is a serious concern that Manifestation Determination was not included in the disciplinary procedures.		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.1 GOVERNANCE		
Characteristics of a strong response: ▪ The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials. ▪ The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise. ▪ The applicant provides for initial and ongoing board training as required by law. ▪ There is a clear, fair, and transparent process for hearing and handling complaints. ▪ Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Mr. Byrdsong, Dr. Homishak, and Ms. Johnson will bring different levels of expertise to FACS.		50
Concerns/ Questions		Page
Mr. Byrdsong and Dr. Homishak have opened businesses and not charter schools. What resources will be utilized if FACS has questions about meeting all standards of a charter school?		101-103
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
Mr. Byrdsong, Dr. Homishak, and Ms. Johnson will bring different levels of expertise to FACS.		50
Concerns/ Questions		Page
There is a strong concern that 2 board members are related and are both in executive director positions that would sign checks and make financial decisions for the charter school. Mr. Byrdsong is facing bankruptcy charges for a separate company. How does this effect FACS and his expertise as Chief Executive? Ms. Johnson is currently listed as the treasure but has no previous expertise in this role. Dr. Homishak stated she will relocating to Tennessee at this time. How can she fulfill her board role if she is not in the area?		50, 110

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.2 START-UP PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget. ▪ The applicant adequately addresses potential challenges. ▪ For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has designated roles for Mr. Byrdsong, Ms. Johnson, and Dr. Homishak on the timeline.		50
Concerns/Questions		Page
When is the application deadline for parents? This is not detailed on the Start-Up Plan. Is there enough time to hold 120 IEP meetings before the beginning of the year? The timeline does not align with the start-up budget. Janitorial staff, aides, and office staff are not accounted for.		50-53
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has designated roles for Mr. Byrdsong, Ms. Johnson, and Dr. Homishak on the timeline.		50
Concerns/ Questions		Page
On page 43, the application states there will be no lottery initially for enrollment. On page, 53, the Start-Up Timeline under December 2021 states, "Hold initial lottery and send enrollment packets to lucky parents." The timeline does not mention dates for IEP meetings before enrollment or first day of school.		43, 53

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.3 FACILITIES		
Characteristics of a strong response: ▪ Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget. ▪ The applicant demonstrates expertise in facilities acquisition and management, either internal or external. ▪ The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility. ▪ The applicant has identified a realistic facility contingency plan.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS is proposing to have a sensory room for the students, which is highly important for students with autism who may have sensory needs.		no page number given
Concerns/Questions		Page
What will the classrooms look like? Will FACS have a seclusion and/or calming room available for students? If so, what these rooms look like and how will they meet the needs of the students? Can 8 classrooms accommodate 120 students? How will the classroom of about 15 students meet the proposed 1:4 (on page 32) teacher to student ratio? Will this be too many people in a classroom together for students with moderate to severe autism? Applicant has secured a verbal agreement from Concord Church of Christ. There is not a written agreement that this space will be leased to FACS once charter is secured. The budget for furniture does not align with the amount needed for FACS.		32, no page number given
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
The facility will require little renovation because it is a space currently being used on the weekends.		no page number given
Concerns/ Questions		Page
The application does not outline a sound plan and timeline for identifying, financing, and ensuring code compliance for a facility. The statements given in the application were broad. In the interview with FACS, Mr. Byrdsong was asked, "Do you think a 900 square foot space is enough room for 15 students, teachers, and ABA techniques?" Mr. Byrdsong replied, "Yes. Similar to special education environments currently, they will		no page number given

incorporate ABA techniques which FACS doesn't need a huge amount of space (e.g. set up separate stations, have spaces for individual 1:1 therapies)." How many students and staff members will be in the classroom at the same time/throughout school day? In the FACS interview, the question was asked, "Does the playground equipment meet the state requirements?" Mr. Byrdsong replied that this is something he has not addressed, but will have to check with the church about their playground equipment.

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.4 PERSONNEL/ HUMAN CAPITAL		
Characteristics of a strong response: ▪ The school's organizational chart (Attachment G) clearly delineates 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. ▪ Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H). ▪ Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community. ▪ Compensation packages are likely to attract and retain qualified staff. ▪ The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements. ▪ The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover. ▪ The employee manual and personnel policies (Attachment I) are complete and effective. ▪ Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
An executive director, director of curriculum, and director of education, and business and operations manager are listed. FACS will aim to recruit RBTs and those will with a level of expertise in ABA.		no page number given
Concerns/Questions		Page
The application allows for 120 student with autism. How will language services be addressed to meet required IEP minutes? One SLP will not be enough for FACS. How many BCBAs will FACS have on staff. One BCBA can ethically serve 12 students on their caseload. Is FACS aware they will need 10 BCBAs on-site in order to meet the need of 120 students? General education teachers are not listed on the application.		110, no page number given
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
An executive director, director of curriculum, and director of education, and business and operations manager are listed. FACS will aim to recruit RBTs and those will with a level of expertise in ABA.		no page number given
Concerns/ Questions		Page
There is a need to hire SLPs, OTs, but that allotment is not listed in the budget. Dr. Homishak will not be in Tennessee. Who will be providing supervision to students and RBTs? The budget for a BCBA does not meet the need for a BCBA. The market value of BCBAs listed on the application is inaccurate. Is FACS aware that Teach for America primarily recruits college graduates with no teaching experience?		110

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.5 PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: ▪ Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ The applicant proposes a thoughtful plan for professional development to address special and diverse populations. ▪ The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
FACS intends to hire certified teachers who have experience in ABA and autism.	no page number given	
Concerns/Questions	Page	
How will alternating Wed closures effect IEP services and instructional numbers required by the state? There is not a clear expectation of professional development for staff.	no page number given	
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths	Page	
Ongoing training will be continued throughout the school year through 5 PD days in the school calendar.	no page number given	
Concerns/ Questions	Page	
How will FACS pay for BCBAs to maintain BCBA credentials? Will FACS be providing RBT training and/or pay for materials/test to be certified if they are not certified prior to hire? Will BCBAs be paid extra for RBT supervision in order to maintain credentials? Is supervision occurring during the work day? The supervision needs to be have in-class and out-class meetings. When will these meetings occur? It's critical for BCBAs to maintain CEUs in order to provide ethical supervision.	no page number given	

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.6 INSURANCE		
Characteristics of a strong response: ▪ The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage. ▪ The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has reviewed amounts of insurance needed for a Charter School.		no page number given
Concerns/Questions		Page
How will FACS insure if there is misconduct in shared facility space? No sexual abuse coverage, no professional liability for BCBAs , and no surety insurance.		no page number given
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS understands the importance of having a variety of insurance coverages.		no page number given
Concerns/ Questions		Page
Page 109 provides Attachment J, but this is a summary of insurance and not a company letter confirming that the required coverage will be provided once the charter is secured.		109

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.7 TRANSPORTATION – IF APPLICABLE		
Characteristics of a strong response: ▪ The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable. ▪ The applicant has a sound plan for oversight of its transportation operations. ▪ The applicant has a plan for transporting special needs students where necessary. ▪ The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I do not find a strength in this area.		no page number given
Concerns/Questions		Page
All parents have to provide transportation for their child attending FACS. What happens if this is not feasible for the parent to get to place of employment based on start time at FACS?		no page number given
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
I do not find a strength in this area.		no page number given
Concerns/ Questions		Page
FACS will not be providing transportation initially-how will they get there? In the interview with FACS, FACS said that they would not be able to initially handle special transportation and that their goal was to work and partner with Williamson County Schools on establishing resources to utilize the WCS buses. What if special transportation is in a student's IEP? How will this be addressed to meet Special Education laws?		no page number given

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.8 FOOD SERVICE		
Characteristics of a strong response: ▪ The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines. ▪ The applicant explains how it will collect free and reduced-price lunch information from families.		
Initial Application Review		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
FACS understands the importance to ensure all students are fed at school. FACS plans to participate in federal reimbursable school meal programs, such as, the National School Lunch Program, School Breakfast, Afterschool Snack Program, and Child and Adult Food Care Program.		no page number given
Concerns/Questions		Page
Is FACS aware that they will need a permit for food handling? What is the timeline for securing a food permit?		no page number given
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS understands that meal applications will need to completed for free and reduced meals.		no page number given
Concerns/ Questions		Page
In the interview with FACS, Mr. Byrdsong was asked, "Are you aware of the timeline for approvals needed in order to run a National School Lunch Program (NSLP)? Which includes food handling permits? State licensure for federal lunch program? Temperature control measures?" Mr. Byrdsong replied that he had not looked into that at this time and did not know they needed to look into this. The application does not mention how FACS will accommodate for dietary restrictions and food allergies.		no page number given

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.9 ADDITIONAL OPERATIONS		
Characteristics of a strong response: ▪ The applicant provides a detailed plan for using technology within the classroom and for state assessments. ▪ The applicant provides a compelling data management plan that protects the privacy of student information. ▪ The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse. ▪ The applicant outlines detailed safety and security plans for students, staff, guests, and property. ▪ The applicant specifies a maintenance plan for school facilities. ▪ For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS understands the importance of FERPA regulations.		no page number given
Concerns/Questions		Page
A detailed plan for using technology for state assessments was not provided, except to provide students with a device. How does FACS plan to fund Assistive Technology for communication needs for students? How will staff be trained on FERPA regulations? FACS does not have a plan for a School Health Program or School Nurse. What is the plan for students with severe medical needs, allergy reactions, injuries, daily medications, or illnesses? The safety and security plans are not outlined in the application. School Maintenance plan is not specified except that it will be included in the General Lease Cost.		no page number given
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS understands the importance of FERPA regulations.		no page number given
Concerns/ Questions		Page
In the interview with FACS, Mr. Byrdsong was asked, "How would you address students with nursing needs?" Mr. Byrdsong replied that the ultimate goal is to have a nurse on staff full time. However, he "didn't want to throw this into the budget for day one," so it is not budgeted at this time. In the interview with FACS, Mr. Byrdsong was asked, "What are the security needs with the shared Pre-K spaces?" Mr. Byrdsong replied that the shared space is fully accredited and requires same background checks. He said they don't have a good answer at this time. Will there be security cameras?		no page number given

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.10 CHARTER MANAGEMENT ORGANIZATION – IF APPLICABLE		
Characteristics of a strong response: - If the school plans to contract with a CMO, the applicant describes the service provider's educational and management success and the rationale and process for selecting the CMO. - There is a clear division of roles between the board and the CMO. - There is a viable plan for identifying and managing potential conflicts of interest with the CMO, and any existing or potential conflicts of interest are disclosed and explained. - If available, the CMO agreement (Attachment K) clearly articulates the 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		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/Questions		Page
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.11 WAIVERS		
Characteristics of a strong response: ▪ Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement. ▪ The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/Questions		Page
Not applicable		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/ Questions		Page
Not applicable		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.12 NETWORK VISION, GROWTH PLAN, & CAPACITY		
Characteristics of a strong response: ▪ The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments. ▪ There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity. ▪ The applicant clearly describes results of past replication efforts, including how the network has addressed challenges. ▪ There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization's stated outcomes. ▪ The applicant provides a comprehensive annual report for the network (Attachment L).		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/Questions		Page
Not applicable		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/ Questions		Page
Not applicable		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.13 NETWORK MANAGEMENT		
Characteristics of a strong response: ▪ The leadership team is identified, together with their roles and responsibilities. ▪ As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization. ▪ The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network. ▪ The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Not applicable		
Concerns/Questions	Page	
Not applicable		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Not applicable		
Concerns/ Questions	Page	
Not applicable		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.14 NETWORK GOVERNANCE		
Characteristics of a strong response: 1) If there is a network board that operates as the main governing body with each school having an advisory committee: ▪ Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network. ▪ Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation. ▪ Roles and responsibilities of this board are described clearly and concisely. ▪ Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools. ▪ There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s). 2) If there will be one governing board for all schools at the local level: ▪ Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary). ▪ A copy of the by-laws and organizational chart is included. ▪ There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities. ▪ There is a plan in place for board training as required by Tennessee law.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/Questions		Page
Not applicable		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/ Questions		Page
Not applicable		

SECTION 2 – OPERATIONS PLAN AND CAPACITY

2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS		
Characteristics of a strong response: ▪ Network staffing projections for each year are robust and aligned with the educational program and are conducive to the school's success.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/Questions		Page
Not applicable		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/ Questions		Page
Not applicable		

SECTION 2 OPERATIONS PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Operations Plan and Capacity		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS will have a board filled out with different levels of expertise. FACS will be hiring those with a level of of expertise in ABA and autism. Weaknesses/Questions: Many positions are not accounted for in the application such as did not budget in detail the staff needed and accurately price it for each staff member needed. FACS does not have a written agreement with the proposed facility. It is very concerning that a school nurse and school health plan is not listed on the application.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS will have a board filled out with different levels of expertise. FACS will be hiring those with a level of of expertise in ABA and autism. (If Any) Weaknesses: It is concerning that the FACS board members have not completed a walk-through of the potential facility. It is a serious concern that FACS will not begin with a school nurse. This directly impacts students and liability. Furniture is not budgeted correctly in the application. It seems there is not enough money for furniture. FACS is requiring parents to provide transportation. It is concerning because special transportation is an IEP Team decision.		

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.1 & 3.2 CHARTER SCHOOL FINANCING		
Characteristics of a strong response: ▪ The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses. • The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits. • Sound criteria and procedures are in place for selecting contractors for any administrative services. • There is a high level of financial expertise amongst the applicant's internal and external team members. • The start-up and five-year operating budgets are complete, realistic and viable. • The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions. • The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has applied for grants to fund their charter school.		no page number given
Concerns/Questions		Page
The initial 215K source of revenue from the "New Venture School Fund" is not explained. There is some information on page 109 regarding they will utilize private funds from this organization for Year 0 without students. Is this funding secured, loan, grant? Is there documentation to back up the revenue source? The Budget document Attachment N had very little Assumption Notes. Retirement contributions are not included in the expense, and Charter Schools are required to be a part of Tennessee Consolidated Retirement System.		109
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths		Page
FACS has applied for grants to fund their charter school.		no page number given
Concerns/ Questions		Page
The expenses for Year One seem to have staffing gaps? How will FACS pay for OT, PT, SLP? CPI Training, VB-MAPP and ABLIS testing materials are not line items in the proposed budget. In the interview with FACS, Mr. Byrdsong admitted that he has applied for all grants listed in the application but the grant money has not been secured at this time. Mr. Byrdsong did not have the information of assurance if the grants would be obtained after the charter was secured. When asked if they do not secure the applied grants where would the funding come from, FACS replied they would find more grants.		no page number given

SECTION 3 – FINANCIAL PLAN AND CAPACITY

3.3 NETWORK FINANCIAL PLAN		
Characteristics of a strong response: ▪ The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy. ▪ The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable. ▪ The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/Questions		Page
Not applicable		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths		Page
Not applicable		
Concerns/ Questions		Page
Not applicable		

SECTION 3 FINANCIAL PLAN AND CAPACITY

SUMMARY COMMENTS

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or weaknesses. The summary comments for each section should support your rating for the section and should not be simply copied from your subsection analysis.

Summary Rating for Entire Financial Plan and Capacity Section		
Initial Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS has applied for grants to fund their charter school. Weaknesses/Questions: The expenses for Year One seem to have staffing gaps. Pay for OT, PT, SLP are not included in the budget. CPI Training, VB-MAPP and ABLLS testing materials are not line items in the proposed budget.		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☒ Does Not Meet Standard
Strengths: FACS has applied for grants to fund their charter school. (If Any) Weaknesses: Mr. Byrdsong admitted that he has applied for all grants listed in the application but the grant money has not been secured at this time. Mr. Byrdsong did not have the information of assurance if the grants would be obtained after the charter was secured. If grants are not secured, FACS replied they would find more grants.		

SECTION 4 – PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 PAST PERFORMANCE		
Characteristics of a strong response: ▪ Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q). ▪ Graduation rates are indicative of highly successful strategies (if applicable). ▪ Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome. ▪ Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable). ▪ If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable. ▪ Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law. ▪ The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).		
Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Not applicable		
Concerns/Questions	Page	
Not applicable		
Final Application Review		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Strengths	Page	
Not applicable		
Concerns/ Questions	Page	
Not applicable		