

THE FORGE SCHOOL

AMENDED APPLICATION TO CREATE A PUBLIC CHARTER SCHOOL TO OPEN IN THE 2026 - 2027 SCHOOL YEAR

DATE OF AMENDED SUBMISSION

May 23rd, 2025

SUBMITTED TO

Metro Nashville Public Schools

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General Information

Name of Proposed Charter School	The Forge School		
Sponsor / Sponsoring Entity	The Forge School		
Proposed Authorizer	Metro Nashville Public Schools		
Model or Focus of Proposed School ***(i.e., STEAM, Montessori, Opportunity Charter, etc.)***	Architecture, Construction & Engineering Career Connected Learning		
Grade Structure ***(i.e., K-5, 6-8, 9-12)***	**Year 1**	**Year 5**	**At Capacity**
	6th and 9th	6th-12th	6-12th
Projected Enrollment	**Year 1**	**Year 5**	**At Capacity**
	240	825	825
City, Neighborhood, and Community the School Intends to Serve	Davidson County		
Projected Opening School Year	Fall 2026		

Primary Point of Contact

Name	Sara Tuttle
Role	Executive Director
Mailing Address	104 Woodmont Blvd
Mailing Address Line 2	Ste 310
City, State, Zip Code	Nashville, TN 37205
Primary Telephone	(206) 965-0709
Alternate Telephone	(206) 965-0709
Email Address	sara.tuttle@theforgeschool.org

Application Category

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

Category			Description
1	✓	**First-time Charter Sponsor**	This category applies to sponsors that meet **all** the following criteria: • Sponsor that seeks to open no more than one (1) public charter school or opportunity charter school during this application cycle. • Sponsor that has not previously operated, opened, or sponsored a charter school, charter network, or charter management organization in Tennessee or elsewhere in the United States.

2	☐	**Multi-School or Established Sponsor**	This category applies to all sponsors that do not meet the criteria for Category 1.

Sponsor & School Design Team

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

Full Name	Address	Current Job Title	Current Employer	Position with Proposed School
Sara Tuttle	104 Woodmont Blvd, Suite 310, Nashville, TN 37205	Fellow	Nashville Incubator	Proposed, Executive Director
Derrick Williams	104 Woodmont Blvd, Suite 310, Nashville, TN 37205	Director of Community Partnerships & Operations (The Forge)	Nashville Incubator	Director of Community Partnerships & Operations
Larry Atema	115 SE Pkwy Ct, Franklin, TN 37064	CEO & Founder	Commonwealth Development	Governing Board
Wood Caldwell	4030 Armory Oaks Drive Nashville, TN 37204	Principal & Founder	Southeast Venture	Governing Board
Shelby Doyle	104 Woodmont Blvd, Suite 310, Nashville, TN 37205	Senior Vice President of Policy & National Partnerships	National School Choice Awareness Foundation	Governing Board
Erin Hewgley	217 Willow St, Nashville, TN 37210	Director of Operations	The Forge Nashville	Governing Board
Shelby Goodfriend	104 Woodmont Blvd, Suite 310, Nashville, TN 37205	Director of Facilities	Nashville Incubator	Governing Board
Brittany Monda	5450 Pecan Grove Ln. Memphis, TN 38120	Consultant	Early Bird Learning, LLC.	Design Team

Is the sponsor a not-for-profit organization with 501(c)(3) status?	✓ Yes ☐ No ☐ In Progress
If not already obtained, describe the steps that have been taken to obtain 501(c)(3) status:	

Sponsor History and Intent

Question 1	
Has the sponsor or proposed charter management organization[1] ever operated, opened, or managed a charter school?	☐ Yes ✓ No

Question 2	
Does this sponsor have any pending charter school applications currently under consideration by any authorizer in the United States?	☐ Yes ✓ No

If yes, complete the table below; add lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed Opening Year

Question 3	
Does the sponsor or proposed charter management organization currently operate a charter school?	☐ Yes ✓ No

If yes, complete the table below; add lines as needed.

Name of Charter School	City and State	Authorizer

Question 4	
Will the sponsor replicate[2] a currently authorized charter school in Tennessee?	☐ Yes ✓ No

If yes, complete the table below; add lines as needed.

Name of Charter School that was Replicated	City and State	Authorizer

Question 5	
Is this sponsor submitting an application to more than one Tennessee authorizer or proposing to open more than one charter school during this application cycle?	☐ Yes ✓ No

If yes, complete the table below; add lines as needed.

Name of Proposed School	Submitted to Which Authorizer

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

[2] "Replication" means the creation of one (1) or more subsequent charter schools that utilize the same academic focus of an existing charter school operated by a sponsor or governing board.

Question 6	
Will the sponsor contract or partner with a charter management organization (CMO) to manage or operate the proposed school?	☐ Yes ✓ No

If yes, complete the table below; add lines as needed.

Name of Charter Management Organization	City and State

Question 7	
Is the sponsor proposing a new charter school with a change in academic focus[3] or grade structure from an existing Tennessee charter school they operate?	☐ Yes ✓ No

Question 8	
Is the sponsor proposing an Opportunity Public Charter School[4]?	☐ Yes ✓ No

Question 9	
If proposing an Opportunity Public Charter School, will the school provide a residential program for enrolled students pursuant to Chapter 1066 of the Public Acts of 2024?	☐ Yes ☐ No

Question 10	
Will the proposed school serve any combination of elementary grades of kindergarten through grade five (K-5)?	☐ Yes ✓ No

Question 11	
Will the proposed school serve any combination of high school grades nine through twelve (9-12)?	✓ Yes ☐ No

Question 12	
Will the sponsor convert[5] a non-charter public school to a charter school?	☐ Yes ✓ No

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

[4] "Opportunity public charter school" means a public charter school serving any of the grades six through twelve (6-12) for which at least seventy-five percent (75%) of the students enrolled in the public charter school, at the time of enrollment, are at-risk students and that provides Instruction to students in a traditional classroom setting; or a residential program for enrolled students and provides instruction to such students in a traditional classroom setting, as defined in Chapter 1066 of the Public Acts of 2024.

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

Assurances

As the authorized representative of the sponsor applying to open a charter school in Tennessee, I hereby certify that the information submitted in this application is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school must comply with all assurances within this section, and all applicable state and federal laws and regulations related to public charter schools.

I affirm that the public charter school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p);
3. Will provide special education services for students as provided in T.C.A. Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
    a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
    b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 *et seq*.; 10- 7-503, 504) (guidance is available from the Office of Open Records Counsel);
    c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49- 6-3003;
    d. notwithstanding subdivision 7c, not charging registration fees, enrollment fees, or tuition to the students enrolled in an Opportunity Public Charter School;
    e. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. §§ 49-13-111, 120, and 127;
    f. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature of Authorized Representative

5/22/2025

Date

Sara Tuttle

Printed Name of Authorized Representative

Proposed, Executive Director

Title of Authorized Representative

Completeness Checklists

Items Required for All Sponsors

General Information	
Cover Sheet	✓
Sponsor History and Intent	✓
Assurances	✓

1.1 – Academic Plan and Design	
Narrative	✓

1.2 – Academic Focus and Performance Standards	
Narrative	☐✓

1.3 - Assessments	
Narrative	☐✓

1.4 – School Calendar and Schedule	
Narrative	✓
Attachment A	✓
Attachment B	✓

1.5 – Recruitment and Enrollment	
Narrative	✓
Table 1	✓
Table 2	✓
Attachment C	✓

1.6 – Parent and Community Engagement and Support	
Narrative	✓
Attachment D	✓

1.7 – School Culture and Discipline	
Narrative	✓
Attachment E	✓
Attachment F	✓

1.8 – Special Populations	
Narrative	✓

2.1 – Governance	
Narrative	✓
Table 4	✓
Attachment G	✓
Attachment H	✓
Attachment I	✓
Attachment J	✓
Attachment K	✓
Attachment L	✓
Attachment M	✓

2.2 – Facilities	
Narrative	✓

2.3 – Start Up Plan	
Narrative	✓

2.4 – Personnel / Human Capital	
Narrative	✓
Attachment N	✓
Attachment O	✓
Attachment P	✓
Table 5	✓

2.5 – Professional Development	
Narrative	✓

2.6 – Transportation	
Narrative	✓

2.7 – Additional Operations	
Narrative	✓
Attachment Q	✓

3.1 – Operating Budget	
Attachment W	✓

3.2 – Operating Budget Narrative	
Narrative	✓
Attachment X	✓

Additional Requirements for Sponsors That Answered "Yes" to Specific Questions within the Sponsor History and Intent Section

Required for Sponsors that answered "Yes" to: **Question 1** of Sponsor History and Intent	
1.5 - Recruitment and Enrollment	
Supplementary Narrative	N/A
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	N/A
Attachment S	N/A
4.1 – School Portfolio Summary	
Attachment Z	N/A
4.2 – Academic Performance Record	
Supplementary Narrative	N/A
Attachment Z	N/A
4.3 – Fiscal and Operational Performance Record	
Supplementary Narrative	N/A
Attachment AA	N/A
Attachment BB	N/A
Attachment CC	N/A
Attachment DD	N/A
Attachment EE	N/A

Required for Sponsors that answered "Yes" to: **Question 3** of Sponsor History and Intent	
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	N/A
2.10 - Network Governance	
Supplementary Narrative	N/A
2.11 - Network Management and Personnel	
Supplementary Narrative	N/A
Attachment T	N/A
Attachment U	N/A
Table 6	N/A
Table 7	N/A

Required for Sponsors that answered "Yes" to: **Question 3** of Sponsor History and Intent	
2.11 - Network Management and Personnel (cont.)	
Table 8	N/A
Table 9	N/A
3.3 – Network Financial Plan	
Supplementary Narrative	N/A
Attachment Y	N/A

Required for Sponsors that answered "Yes" to: **Question 4** of Sponsor History and Intent	
2.12 – School Replication	
Supplementary Narrative	N/A
Attachment V	N/A

Required for Sponsors that answered "Yes" to: **Question 5** of Sponsor History and Intent	
2.9 – Network Vision, Growth Plan & Capacity	
Supplementary Narrative	N/A

Required for Sponsors that answered "Yes" to: **Question 6** of Sponsor History and Intent	
2.8 - Charter Management Organization	
Supplementary Narrative	N/A
Attachment R	N/A

Required for Sponsors that answered "Yes" to: **Question 7** of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	N/A

Required for Sponsors that answered "Yes" to: **Question 8** of Sponsor History and Intent	
1.2 – Academic Focus and Performance Standards	
Supplementary Narrative	N/A
Section 1.5 - Recruitment and Enrollment	
Supplementary Narrative	N/A
Supplementary Table 3	N/A

Required for Sponsors that answered "Yes" to: **Question 9** of Sponsor History and Intent	
2.2 – Facilities	
Supplementary Narrative	N/A

Required for Sponsors that answered "Yes" to: **Question 10** of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	N/A
1.3 – Assessments	
Supplementary Narrative	N/A

Required for Sponsors that answered "Yes" to: **Question 11** of Sponsor History and Intent	
1.2 - Academic Focus and Performance Standards	
Supplementary Narrative	☐

Required for Sponsors that answered "Yes" to: **Question 12** of Sponsor History and Intent	
1.9 – Conversion Charter School Planning	
Narrative	N/A

Section 1 – Academic Plan and Design

Section 1.1 – School Mission and Goals

a. Provide a mission statement for the proposed charter school. At minimum, the mission statement should specify, in measurable terms, the school's objectives, the students it will serve, and the specific outcomes it aims to achieve. The school's mission statement will serve as the foundation for the entire application.

Mission:
The Forge School ("The Forge") empowers 6th through 12th grade students to forge their own futures by combining academic excellence, hands-on learning, and real-world experiences to ensure that upon graduation students are prepared to enter an architecture, construction, or engineering career with the durable skills and experience needed to thrive in a high-wage high-demand industry.

Vision:
The Forge is committed to empowering students to become innovative leaders in Architecture, Construction, and Engineering ("ACE") through hands-on, career-connected learning. Our vision is to have strong partnerships in our community to build pathways that equip students with the durable skills, knowledge, and real-world experience needed to design and construct a sustainable future. Our mission is to forge connections between education and industry, ensuring that our graduates are prepared to contribute to their communities with purpose, creativity, and expertise.

The Need:
There is no school like The Forge in Nashville. Despite nearly 70% of schools in Nashville being public, opportunities for students to experience something innovative is limited. As a diverse by design school, The Forge will seek to reflect the diversity of learning across Nashville. In a city that is 59% White, 27% Black, and 4% Asian, and 10% other, and the median income is $102,000 - how we set our students up for success needs to look different.

The Forge School will be the only program that invests in students to leave with a certification within an Architecture, Construction, and Engineering pathway that places them on an accelerated track to build a career that puts them on a pathway to thrive. According to the U.S. Bureau of Labor Statistics, as a part of its Occupational Outlook Handbook[6], across the United States approximately 195,000 openings are projected within these careers each year between growth and job replacement, with a construction manager earning a median salary of $104,900. Below is a chart that looks at potential occupations for our students Postsecondary, either following the path for a bachelor's degree, or moving right into an industry field. Across all jobs represented, there is at least 5% growth expected over the 10-year outlook from 2023-2033.

[6] https://www.bls.gov/ooh/ (Data cited on May 14, 2025)

Occupation	National Median Annual Wage (May 2024)	Job Outlook (2023-2033)	Entry Level Education
Architect	$96,690 per year $46.49 per hour	8%	Bachelor's
Construction Manager	$106,980 per year $51.43 per hour	9%	Bachelor's
Civil Engineer	$99,590 per year $47.88 per hour	6%	Bachelor's
Mechanical Engineer	$102,320 per year $49.19 per hour	11%	Bachelor's
Building Inspector	$72,120 per year $34.67 per hour	0%	High School Diploma or equivalent + Certification/Credentials
Surveying Technician	$51,940 per year $24.97 per hour	6%	High School Diploma or equivalent + Certification/Credentials
Construction Equipment Operator	$58,320 per year $28.04 per hour	4%	High School Diploma or equivalent + Certification/Credentials
Electrician	$62,350 per year $29.98 per hour	11%	High School Diploma or equivalent+ Certification/Credentials

The goal is for our students to graduate with more than a trade opportunity, but the skills to be managers and directors on site. The community needs a diverse by design school that reflects the larger demographic of the city of Nashville. As such, The Forge School will strive to represent Nashville's diversity from socioeconomic, racial, linguistic, and culture perspectives as well as by learning needs to build community both internally and externally.

In Tennessee, the industry of Heavy and Civil Construction is estimated to change 23.06% over the next ten years (2022-2032), and currently Davidson County ranks as the highest employer for this industry. Within this industry, as reported by Tennessee Department of Labor and Workforce Development[7], the occupations of the industry include Equipment Operating Engineers, Construction Managers, and Electrical Power Line Installers and Repairers.

The Why:

The Tennessee Department of Education has stated that through The Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V, has called for states to expand career and technical education ("CTE") opportunities for all students. The updates to Perkins V have "...several themes from the previous legislation and outlines numerous major new components designed to guide the

[7] https://jobs4tnwfs.tn.gov/ (Data cited May 15, 2025)

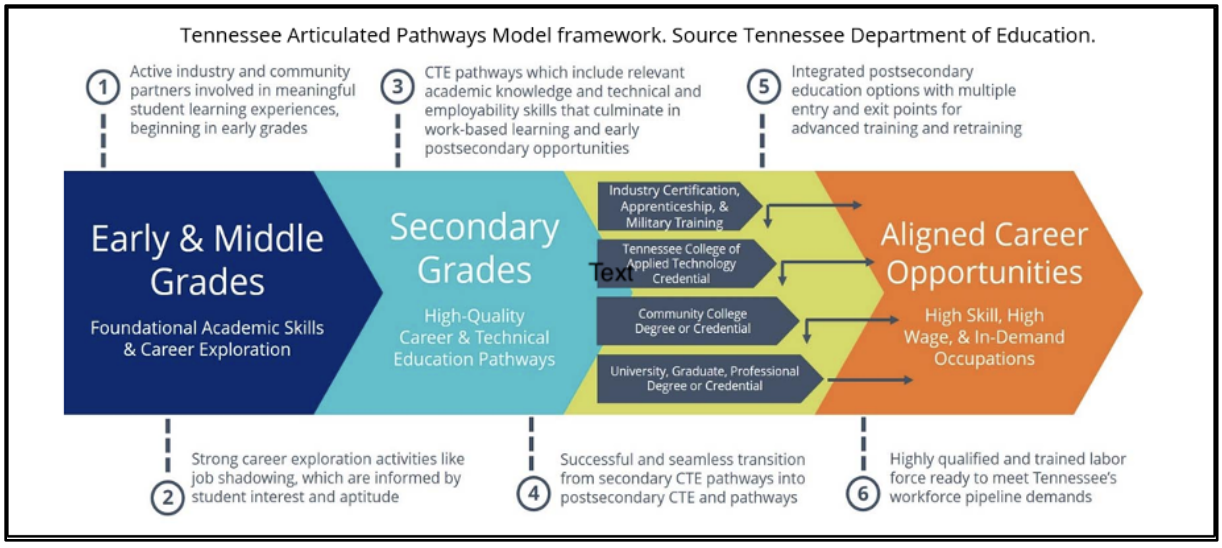
implementation of the Act at the state and local level." It also highlights what CTE should look like in the future as identified below[8]:

1. *CTE should include both the academic knowledge and the application of technical and employability skills.*
2. *CTE is not just an alternative pathway for a subset of students and must be seen as a pathway that is accessible for all learners regardless of perceived demographic differences, location, or background.*
3. *CTE should be aligned and relevant for both the learner and the workforce.*

This includes allowing students to explore different CTE programs and pathways, and to earn valuable credentials.

Tennessee's "Strengthening Career and Technical Education in Tennessee State Plan"[9] also highlights the importance of expanding CTE across the state.

Within the plan, there is *The Articulated Pathways Model*, which has been developed with input from industry and education leaders, which aims to create a clear and connected career path for students from kindergarten to retirement, known as "K-Gray" (see figure below). This framework emphasizes strong industry partnerships throughout a student's education, beginning with foundational skills in early grades and progressing to career exploration in middle school.



The plan goes on to say that secondary CTE programs align with regional needs and develop essential technical and employability skills, with the ultimate goal of creating a qualified workforce that meets current and future labor demands while enabling individuals to achieve their career aspirations. It is apparent in Tennessee that there is a need to improve the pipeline for Tennessee's workforce. Within the business communities, alignment with education needs, training, and the overall infrastructure has been heightened with much research supporting high demand careers. In Tennessee, jobs related to Architecture. Construction, and Engineering in Tennessee and projected to grow much faster than average over the next 10 years.

[8] https://www.tn.gov/content/dam/tn/education/ccte/TN_2020_State_Plan.pdf
[9] https://www.tn.gov/content/dam/tn/education/ccte/TN_2020_State_Plan.pdf

Section 1.1 – School Mission and Goals

Table 1. Tennessee employment projections for Architectural & Engineering Design related occupations with positive job openings projected for 2020-2030 according to the Tennessee Higher Education Commission, Supply and Demand Report.[10]

Occupation	SOC Code	Employment (2020)	Projected Employment (2030)	Projected Growth (2020-2030)	Projected Annual Job Openings (2020-2030)
Civil Engineers	17-2051	3,500	4,160	19%	330
Architectural and Engineering Managers	11-9041	3,100	3,680	19%	290
Industrial Engineers	17-2112	5,400	6,980	29%	540
Construction Managers	11-9021	10,070	11,940	19%	970
Engineers, All Other	17-2199	4,260	5,200	22%	390
Mechanical Engineers	17-2141	3,670	4,520	23%	320
Electrical and Electronic Engineering Technicians	17-3023	2,870	3,360	17%	340
Electrical Engineers	17-2071	2,540	3,070	21%	230
Industrial Engineering Technicians	17-3026	1,860	2,120	14%	210
Civil Engineering Technicians	17-3022	2,030	2,090	3%	200

Tennessee's construction and manufacturing industries are experiencing substantial growth, creating a strong demand for architects, engineers, surveyors, and drafters. Both residential and commercial construction sectors are expected to remain active, driven by expansion of existing companies and influx of new businesses. As experienced workers retire, there will be ample opportunities for career advancement in these fields.

In Tennessee there are four main reasons for the needs of these occupations long-term:

- **Economic Growth:** Tennessee's economy is booming, with many new businesses and industries moving to the state. This growth is driving demand for new construction projects, including commercial buildings, residential developments, and infrastructure improvements.
- **Infrastructure Investment:** The state is investing heavily in its infrastructure, such as roads, bridges, and public transportation systems. This creates a need for qualified engineers and architects to design and oversee these projects.
- **Population Growth:** Tennessee's population is growing, leading to increased demand for housing and other amenities. This drives the need for residential construction and urban planning.
- **Aging Infrastructure:** Much of Tennessee's existing infrastructure is aging and needs to be repaired or replaced. This creates opportunities for engineers and architects to work on renovation and modernization projects.

In Nashville specifically, Architecture, Construction and Engineering, are in high demand due to Nashville's population increasing, the expansion of the city's industries, which have attracted new businesses and

[10] https://www.tn.gov/thec/data-research-reports/reports-studies-pub/supply-and-demand-report.html

residents, the increase in investment in transportation and public works infrastructure, and the range of project needs.

- **Rapid Growth:** Nashville's population and economy are booming, leading to increased demand for housing, commercial spaces, and infrastructure development. The U.S. Census Bureau projects that Nashville's population will continue to grow, with the metro area expected to reach 1,422,000 people by 2030.
- **Infrastructure Investment:** Nashville is investing heavily in its transportation and public works infrastructure, creating opportunities for engineers and architects to design and oversee these projects. At the start of November 2024, the "Choose How You Move" plan was approved by Nashville voters. It is expected to be fully implemented over a 15-year timeframe. While this plan is time relevant, there are other large projects across Nashville that will continue to develop.
- **Diverse Job Market:** The city offers a diverse range of construction projects, from residential developments to large-scale commercial buildings, providing opportunities for professionals with various skill sets.

The Forge is set to break new ground as the first program to implement the Architecture, Construction, and Engineering model within both, the Nashville educational sector, and nationally. By providing a comprehensive understanding of career pathways within Architecture, Construction, and Engineering, we aim to empower Nashville students to thrive in their chosen professions. Starting in 6th grade, we will equip students with the necessary skills and knowledge to excel in these fields. Our goal is to cultivate a skilled workforce that can contribute to Nashville's continued growth and development. Through hands-on experiences, industry partnerships, and academic rigor, we will prepare students for a variety of post-secondary options, from skilled trade certifications and apprenticeships to advanced degrees.

Unlike the Metro Nashville Public School ("MNPS") pathway programs offered through The Academies of Nashville, which tend to explore Architecture, Construction, and Engineering separately, The Forge has intentionally designed a model that reflects the interdependence of these fields. Our industry partners underscore that any construction project necessitates the seamless collaboration of architects, constructors, and engineers. Consequently, our curriculum emphasizes this interconnectedness, ensuring students understand how these disciplines work in concert, rather than in isolation.

In addition to the need within our city, there is a need for students for students to engage in being productive adults. As *The Foundations for Young Adult Success Concept Paper* states, "Success in young adulthood depends on more than "college and career" success; a definition of success should include the multi-faceted ways individuals may seek meaning in life and contribute to the world[11]. To build to the young success of adulthood, which is the outcome for The Forge, there are critical components that are needed for early adolescence (ages 11-14) and middle adolescence (ages 15-18). For early adolescence the key developmental tasks are group-based identity and emerging mindsets; and for middle adolescence there is a sense of values, and individual identity. Based on the research, these items cut no matter the economic side a child has been born in, and it is about the experience that young encounter so they may be poised for the opportunity and obstacles, not learning them in isolation, but rather in an integrative opportunity. As the *University of Chicago Consortium on Chicago School Research* suggests, this can be an area where students can build the foundation for developmental experiences, relationships,

[11] https://consortium.uchicago.edu/sites/default/files/2018-10/Foundations%20for%20Young%20Adult-Jun2015-Consortium.pdf

and essential skills to become those productive adults[2]. At The Forge, we believe experiences, relationships, and durable skills are the additional factors to success. More related to this work will be seen in detail as a part of Section 1.2 in detail.

The Forge School's unique educational model centers on Architecture, Construction, and Engineering pathways, intentionally designed to provide students with immersive, hands-on learning experiences relevant to Nashville's growing economy. While our focus is on cultivating future leaders in these vital industries, the core of our approach emphasizes the development of durable skills that transcend across career fields. Through project-based learning and real-world applications within the ACE context, students will develop critical thinking, problem-solving, teamwork, and communication abilities. These are not just ACE industry-specific competencies; they are foundational skills highly valued by employers across all sectors, ensuring our graduates are well-prepared for any future career path they choose to pursue.

Beyond the specific ACE focus, The Forge School will offer valuable certifications and cross-cutting courses including the Entrepreneurship pathway that will provide tangible benefits regardless of a student's initial interests in ACE careers. Additionally, certifications in areas like Microsoft365 and professional communications demonstrate the transferable skills that are applicable to various industries and career paths. Similarly, courses integrating sustainable design principles and data analysis, applied within the ACE context, equip students with broader knowledge to apply across industries. By engaging with the rigorous learning within our ACE pathways, students build a robust skillset and adaptable mindset, creating a strong foundation for long-term success no matter where their career journey ultimately leads.

The Five Forge Foundations:

The five foundations of the forge are the drivers behind the school to ensure that students are on the path to success to meet our overall mission and vision:

THE FIVE FORGE FOUNDATIONS				
ACADEMICS	OPPORTUNITY	COMMUNITY	GUIDANCE	CONTRIBUTION
Mastery of academics to excel at or above grade level.	Career-focused learning for evolving opportunities.	Building social capital, networks, and belonging in professional communities.	Personalized support to achieve goals and stay on track.	Civic engagement to contribute and shape the future.

Each of these are more thoroughly explained in **Section 1.2 Academic Focus and Performance Standards;** however, they will continuously be paired with durable skills to ensure that students are not only academically ready to move into a career, but they also have skills that are long-lasting and are transferable no matter the career, strengthening over time.

The durable skills of The Forge have been adapted from Tennessee SCORE, America Succeeds, and Emsi Burning Glass[12]; however, fit to meet the Forge's Profile of a Learner to ensure that all of the Forge Foundations are represented and can be executed throughout the six-year journey at the school.

[12] https://durableskills.org/wp-content/uploads/TN-America-Succeeds-FactSheet-20-21.pdf

Section 1.1 – School Mission and Goals

Standard 1: Communication - The ability to transmit and receive information, ideas, and instructions clearly, accurately, and effectively in various forms and contexts within the professional environment

Standard 2: Collaboration - The ability to work harmoniously with others, leveraging diverse strengths and ideas to achieve common goals, and contribute positively to team dynamics and outcomes

Standard 3: Fortitude - The ability to demonstrate inner strength and resilience in navigating difficult situations, and display courage, determination, and composure while overcoming challenges, pursuing goals and engaging in responsible decision making.

Standard 4: Leadership - The ability to motivate and guide a group of people toward achieving a common goal or objective. This individual encourages others to pursue a goal, celebrates team members successes, models behavior desirable in others, sets expectations, performs well under pressure, trusts in their abilities, and exhibits a belief in themselves with a balance between humility and confidence

b. Describe the goals for the proposed school for the first five (5) years of operation. Explain how these goals align with the purposes for charter schools found in T.C.A. § 49-13-102(a), the state's accountability systems, the authorizer's performance framework, and any priorities the authorizer sets.

Goals & Metrics:

All the goals that our governing board have set are based on metrics that are relevant to the Tennessee Department of Education and are mission specific, also ensuring that all goals are ambitious, yet realistic. These will be measured through different strategies.

During the first five-years of school operation the goals listed below are the drivers behind the school's success. The goals are set by the governing board with input from the Executive Director and leadership team as necessary. To ensure that we meet our mission, we have established rigorous annual student outcomes and growth goals, as well as mission-specific and operational goals.

Metro-Nashville Public Schools uses the Model Charter School Performance Framework[13] that has been published by the TDOE 2018. There have been no updates to this model and has been included and references as a part of the MNPS Charter Authorization Handbook, on page 21[14]. While we will continuously strive to be in good standing with MNPS earning a 3.0 Average Rating, the goals below have been based on the most up-to-date accountability metrics with the state.

We have aligned our Annual Student Outcome and Growth goals to the TDOE's accountability framework for all schools, which was created in 2023 - known as the TDOE State Report Card[15]. The Report Card is based on four indicators: achievement (TCAP), growth (TVAAS), subgroup performance, and college and career readiness. Goals for the TDOE's accountability framework are scored on a 5-point scale, with 1

[13] https://www.tn.gov/content/dam/tn/education/nonpublic/chtr_sch/Charter_School_Model_Performance_Framework.pdf
[14] https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_32970243/File/Learn/Academics/Charter%20Schools/2024/SY24-25%20MNPS%20Charter%20School%20Authorization%20Handbook%208%2022%202024%20Final.pdf
[15] https://www.tn.gov/content/dam/tn/education/rpt-crd/2022-23_Report_Card_Family_Guide.pdf

being the lowest and 5 being the highest. On the overall Report Card, our goal is to earn at least a letter grade of B.

Annual Goals	Measurement
Student Outcomes and Growth Goals	
Earn at least a B for student academic performance.	TDOE State Report Card
Earn at least a Level 4 on college and career readiness	TDOE State Report Card
Earn at least a Level 4 for the achievement indicator (ELA, Math, Science, Social Studies).	TDOE State Report Card [TCAP]
Earn at least a Level 4 in school-wide growth across all categories.	TDOE State Report Card [TVAAS]
Earn at least a Level 4 in growth for highest need students.	TDOE State Report Card [Subgroup]
Mission Specific Goals	
All students will complete one work-based learning experience.	Student Information System
All graduates will earn at least 3 industry credentials.	Student Information System
100% of Students will be Ready Graduates.	TDOE Ready Graduate Indicator
100% of students participate in a CTSO, which culminates in the yearly Annual Presentation of Learning ("POL")	CTSO
100% of students will be concentrators, at least 75% of students will be completers, and at least 50% of students will be super completers.	Student Information System
100% of students will participate in a Dual Enrollment course.	Dual Enrollment

In setting these student outcome and growth goals, we have strived for a balance between ambitious aspirations for student achievement and a realistic understanding of the educational landscape, ensuring that our pursuit of excellence is both challenging and attainable.

Under Every Student Known Initiative[16], MNPS has defined Focused Outcomes to Support a Path of Success for Every Student. Below identifies the outcomes and how they will be defined, along with a description of how it will be addressed at The Forge.

[16] https://www.mnps.org/learn/supporting_our_students/focused_outcomes

Section 1.1 – School Mission and Goals

Focused Outcome	Grade Level	Definition by MNPS	Descriptions
Literacy	6-11	Students meet or exceed their individual academic growth projections in literacy.	The Forge will implement a rigorous, standards-based curriculum that will support the development of students' proficiency in literacy. As literacy is a priority students will engage in their ELA courses as a daily, year-long course. For students in need of literacy support, the schedule includes an intervention period that will allow for targeted literacy intervention. Additionally, students who may show mastery in their ELA coursework consistently, may receive additional opportunities for enrichment or alternative coursework, such as Advanced Placement. Additional detail can be found in Section 1.8.
Numeracy	6-11	Students meet or exceed their individual academic growth projections in numeracy.	The Forge will implement a rigorous, standards-based curriculum that will support the development of students' proficiency in numeracy. As numeracy is a priority students will engage in their math courses as a daily, year-long course. For students in need of numeracy support, the schedule includes an intervention period that will allow for targeted numeracy intervention. Additionally, students who may show mastery in their math coursework consistently, may receive additional opportunities for enrichment, or alternative coursework such as Advanced Placement. Additional detail can be found in Section 1.8.
Attendance	6-12	Students achieve satisfactory attendance with an attendance rate of 95% or above.	The Forge will establish a positive school culture where students feel welcome and safe. There are multiple strategies that will be used to maintain that culture, including cohorts, mentors, and Forum leaders. From a quantitative look, we will utilize PowerSchool and our local data system to collect, house, and act for intervention, as needed. The Forge will form an attendance team that will regularly meet to analyze and act on attendance data.
SEL	6-12	Students develop more mature personal identity (6-8) or increasing independence (9-12). Students understand the concept of community, including personal and social responsibility.	Additional detail can be found in Section 1.7.

Section 1.1 – School Mission and Goals

Transition/ Preparation	6-8	Every 8th-grade student develops a transition plan to prepare him/her for successful transition to high school, including academic and SEL goals and needs and the MNPS Ready Graduate criteria. All students will learn about Academies of Nashville and pathways to ensure exposure to various postsecondary college and career opportunities.	In accordance with State Board's Middle Grades Policy 2.102, every 8th grader will engage with a plan, known as their 'Blueprint' that will support in the student transition to high school, understand the next steps to their career pathway development and choice, and continue to add to their student portfolio.
On-Track Graduation	9-12	10th-grade students will assess and revise their transition plan to ensure pathway to on-time graduation with Ready Graduate designation. 11th-grade students are on track for on-time graduation with Ready Graduate designation. 11th-grade students will complete a post-secondary transition plan to be revisited at the start of the senior year to ensure a pathway to the future that each student envisions. 12th-grade students will complete all graduation requirements and earn Ready Graduate status.	The Forge will provide proactive support to ensure that our students are on-track for an on-time graduation, including through our "Forge Forum" (Advisory), counseling services - which include transition planning. Students will be required to complete a work-based learning opportunity and obtain at least 3 industry credentials beginning in middle school, which allows them to accrue credentials earlier than most schools allow. The Forge has partnerships with local colleges/universities so that our students will be required to earn college credit through dual enrollment to graduate in alignment with our EPSO goals. More information can be found in Section 1.2.
Transition to Post-Secondary	11-12	Every student is prepared to act on post-secondary transition plans.	The Forge will continue to monitor students for on-time graduation and ensure that students will obtain their industry credentials. We know that the transition from Grade 12 out of the traditional school system can be challenging, and we want to ensure that students have received the necessary support with their durable skill development and paired with their academic foundation for success. Then, in Year 13, students will engage with our partner, Persist Nashville, for support. Persist collaborates with community leaders in Nashville and nationwide to expand college enrollment and persistence coaching. Additionally, at The Forge, we will also extend our industry mentoring to students.

The goals that have been set support the overall mission and vision of the school, and will also meet the prescribed purposes for charters found in Tenn. Code Ann. § 49-13-102(a) as follows:

(1) Improve learning for all students and close the achievement gap between high and low students;

Section 1.1 – School Mission and Goals

- Public charter schools are intended to foster innovative teaching methods and curriculum. The Forge School is the first of its kind in Nashville focusing on Architecture, Construction, and Engineering careers in a setting that allows for hand-on learning for students from the foundations through career. Our academic plan is specifically designed to provide students with the foundational knowledge and skills needed to successfully pursue a career in one of our pathway fields. We are focusing on equipping our students with the academic foundation and durable skills to thrive in their postsecondary opportunities, beginning in 6th grade.
- As explained in detail in the Section 1.8, The Forge will implement a robust Response to Instruction and Intervention program that is aligned with the TDOE's framework, which functions as a strategy to close the achievement gap between high and low students.
- As explained in Section 1.4, our daily block schedule is designed to include extended periods which allows teachers additional time to complement our evidenced-based strategies and routines that accelerate learning, provide additional intervention, and for small group instruction.

(2) Provide options for parents to meet educational needs of students;

- The Forge will provide a different option to parents and families to ensure they have additional choices for their 6-12th grade students. When approved, we are the only school that offers ACE pathway programming in Nashville.

(3) Encourage the use of different and innovative teaching methods, and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance;

- The Forge is innovating by providing academic excellence, hands-on learning, and real-world experiences connecting all learning to the field of architecture, construction, and engineering. At the Forge we will hire great teachers and industry experts who will have the autonomy to weave industry learning and the values of the school into each lesson, knowing that the student performance of all students regardless of background or disability is their top priority.

(4) Measure performance of pupils and faculty and ensure that children have the opportunity to reach proficiency on state academic assessments.

- The Forge has high standards for both students and staff members. All actions taken for students are data driven to ensure that students are on track for the highest levels of success. We measure this by an array of internal assessments throughout the year; and then students will also be assessed on their credential exams. More detail can be found throughout our Academic Section.
- As discussed in Section 2.4 (Personnel/Human Capital), all employees are evaluated on the state-approved, TEAM Model. Ensuring fidelity to the model, our evaluation system will measure both administrator and teacher performance. Teachers will be supported in meeting performance expectations through coaching and development which is described in further detail in Section 2.5 (Professional Development).

(5) Create new professional opportunities for teachers; and

- Our core content and general education teachers will receive new professional development opportunities to engage in the mission and vision of the school that supports embedding real-world experiences related to architecture, construction and engineering. To empower our teachers and enhance student learning, we've implemented a comprehensive support system:

- **Personalized Coaching:** Each teacher will be paired with an instructional coach for tailored feedback, lesson planning, and implementation guidance.
- **Dedicated Planning Time:** At least 1 robust daily planning period ensures ample time for lesson preparation, differentiation, and cross collaboration.
- **Collaborative Learning:** Weekly PLCs and regular PD sessions foster professional growth and collaborative problem-solving.
- **Professional Growth:** Teachers can attend school visits to schools that our model is based after, and content-specific conferences to expand their knowledge and skills.

- As a unique and innovative model, we will be able to bring new opportunities to our industry partners, including support in receiving an Occupational Teaching Licensure with our partners.

(6) Afford parents substantial meaningful opportunities to participate in the education of their children.

- Affording parents substantial meaningful opportunities to participate in the education of their children: We believe that parents are our partners; we will actively engage parents and community members in the life of our school. We will build strong family-school partnerships that will strengthen support for learning and encourage parent involvement through methods such as a parent board member, orientations, meet and greets, Parent-Teacher conferences, volunteer opportunities, Adult Education Classes, Parent Academies, and an array of communication methods with school events and opportunities.

c. Describe the process for setting, monitoring, and revising goals. Detail how progress toward the goals is measured.

Setting:
As discussed above, The Forge governing board has established a rigorous set of annual student outcomes and growth goals for our students that align with the Tennessee Accountability system, referenced as the "TDOE State Report Card", as well as support our established mission-specific goals. The governing board will be responsible to oversee our target goals, with support by the Executive Director. All goals will be set the summer prior to the start of the school year. In addition to the Board setting goals, the administrative team will create more specific school-based goals that will support meeting the year-long goal.

Monitoring:
It is the responsibility of the Executive Director to create, maintain, and ensure completion of the Data Dashboard that will house all relevant data to the goals that have been set. These items will be reviewed as a part of the school-level leadership team meetings which are also led by the Executive Director. In turn, the same data will be reviewed with board members at academic committee meetings and at the scheduled board meetings.

Revising:
The Board and school leadership teams will engage in ongoing strategic planning to ensure that the school is on-track to its goals and ensure the school's continuous improvement. In the event that the Board decides it is necessary to revise any of the school's goals, the Executive Director will be tasked with developing and presenting any modified goals to the Board for final approval. If there is a change, there must be a justification for changing the goals and an additional plan for monitoring and meeting the

revised goals that were approved by the board.

Corrective Action Plans:

As previously discussed, the board, Executive Director, and School Leadership Team will be regularly monitoring progress toward meeting the school's annual academic achievement goals, and continuous improvement of the organization. In the event that the data does not satisfy the threshold for good standing in any of our areas of performance, we will create a Corrective Action Plan. The Corrective Action plan will include a robust root cause analysis and specific, measurable, timebound next steps related to outcome. Additionally, the plan will articulate any additional resources, timelines, and the personnel responsible for each task. The Corrective Action will be presented to the governing board and ultimately approved. The Executive Director's responsibility is to implement and monitor the plan with fidelity of what has been approved by the Board. The Board, ultimately, will approve when the expectation has been met and is committed to ensuring student achievement expectations are of the highest level.

d. Describe any innovative or unique features of the proposed school or education model, and detail how these unique features align with the mission of the school

As described, the key feature of The Forge School is that we are a pathway program for students to thrive in Architecture, Construction, and Engineering. The backbone of the school is to ensure that the pathways and opportunities being offered to students allow them high wage, family-sustaining careers that are needed right in the community of Nashville. There are several innovative components to The Forge that align with our mission and vision:

Involvement of Industry Professionals

Our industry partners will be involved to provide real-world relevance, mentorship and networking, and hands-on experiences. Our partners have been with The Forge from the beginning and continue to provide the latest insights to industry needs within our community, including technologies, skills needed, and curricula that prepares our workforce. Additionally, as a part of our Forge Forum and industry-time, students gain a mentor that is in the industry to expand their professional network and make connections. While some of our industry partners have a seat on our board, others are included in our Program Advisory Committee, and some are where our students are experiencing their internships and credit opportunities. More discussed later in the application in the Academic Focus Section.

Direct Focus on Durable Skills:

There is long-term applicability for students to their career with a focus on learning, then applying their durable skills. As we discuss later in Section 1.2, the skills that students will develop are transferable across various jobs and industries. They remain relevant even as technology changes and will be used as a part of their careers, no matter what they are.

Earning Credentials in 6th Grade

Our career pathways begin in 6th grade as students will engage in CTE coursework. This is different from most middle school experiences, and one that we know is unique as students are gaining credentials in 6th grade courses to support their high school work and graduation readiness. The Forge is different, and we want to ensure that students see how what they do in the classroom leads to an output for an overall outcome of a sustaining career. By beginning with CTE coursework as early as 6th grade and earning a credential, we believe that students will be motivated to move throughout our program with purpose.

Section 1.1 – School Mission and Goals

Improving the Pipeline

There is a need to improve the pipeline for Tennessee's workforce. Within the business communities, alignment with education needs, training, and the overall infrastructure has been heightened with much research supporting high demand careers. In Tennessee, jobs related to Architecture. Construction, and Engineering in Tennessee and projected to grow much faster than average over the next 10 years.

The Forge is needed in Nashville because The Forge wants to ensure that students have a sense of belonging and need that is connected to their communities not just during their school careers, but through their lifelong opportunities.

Section 1.2 – Academic Focus and Performance Standards

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

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

c. Detail key characteristics of the academic plan such as educational philosophy, instructional methods, and innovative teaching methods. Explain how the academic plan's characteristics support the school's mission, promote academic achievement, and align with Tennessee's academic standards.

The Forge is a career pathway school serving students in 6th through 12th grades that is focused on the career pathways of Architecture, Construction, and Engineering ("ACE"). Students in both middle and high school will have exposure, experience, and connection with the meta-cluster of Building and Moving as a part of the 2025-2026 TDOE CTE Career Cluster Framework[17]. From the Meta-Cluster, The Forge will focus on the clusters of Construction and Advanced Manufacturing. Within the TDOE cluster, for Construction, the Programs of Study identified are Architecture Engineering Design; Mechanical, Electrical, Plumbing; and Residential Commercial Construction. Engineering is the Program of Study identified for the cluster of Advanced Manufacturing. Students may also choose the opportunity to take additional courses as a part of the cross-clusters of Management and Entrepreneurship.

[17] https://www.tn.gov/content/dam/tn/education/ccte/2025-26_CTE_Career_Cluster_Framework.pdf

Section 1.2 - Academic Focus and Performance Standards

	TDOE META-CLUSTER	
	Building and Moving	
THE ALIGNED FORGE PATHWAYS	TDOE CLUSTER	TDOE PROGRAMS OF STUDY
Architecture	Construction	• Architecture Engineering and Design
Construction		• Mechanical, Electrical, Plumbing • Residential Commercial Construction
Engineering	Advanced Manufacturing	• Engineering
TDOE CROSS-CUTTING SECTORS	Management & Entrepreneurship	• Entrepreneurship

Students are exposed to each of the pathways throughout Middle School until students choose their path of choice in 8th grade as a part of their High School and Beyond Plans, a requirement of the State Board's Middle Grades Policy 2.102. These plans will be a part of their Student Blueprint at The Forge.
The Forge is committed to ensuring all components of the Mission and Vision are met.

We understand that students may lose interest in a specific program or field, or they may be unsure of choosing one pathway; at the core of our approach emphasizes the development of durable skills that intentionally transcend across career fields and prepare students for success. At The Forge, it is our goal to show the interdependence of the ACE pathways and offer exposure to fields of employment and job opportunities that might otherwise not be known by students. The Forge also seeks to leverage our industry mentors to share their personal experience of thinking their career path was headed in one direction; and then successfully found themselves in another related role.

Additionally, at The Forge, we have intentionally included cross-cut courses from the Management and Entrepreneurship mega cluster for additional exposure, allowing students to learn connections across pathways, while still gaining durable skills.

Through project-based learning and real-world applications within the ACE context, students will develop critical thinking, problem-solving, teamwork, and communication abilities. These are not just ACE industry-specific competencies; they are foundational skills highly valued by employers across all sectors, ensuring our graduates are well-prepared for any future career path they choose to pursue.

In order to do so there are multiple layers of support that are critical to the overall achievement.

Section 1.2 – Academic Focus and Performance Standards

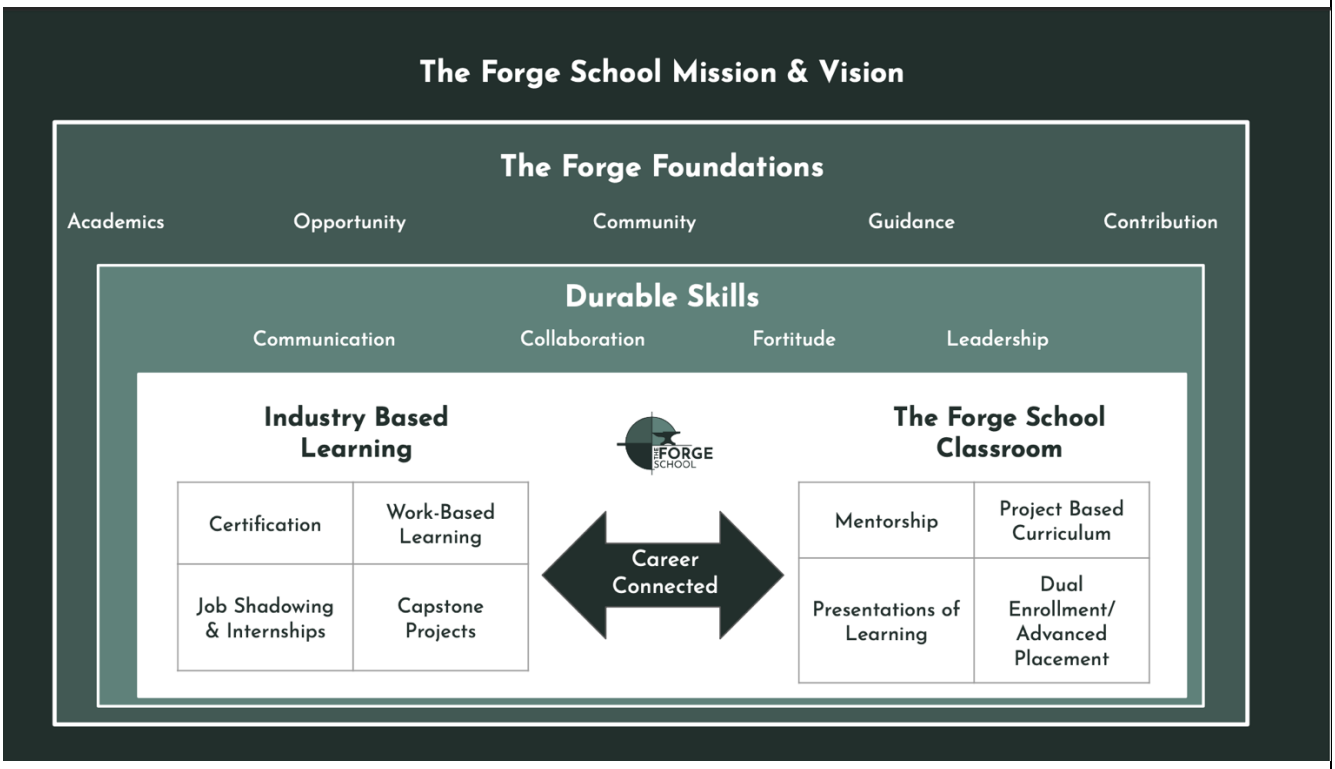
The Forge Foundations: Serve as the main pillars of the school that drive decision making for both the academic and personal development of students. These are the main values of the school

Durable Skills: Serve as the drivers of personal development for students that will be scaffolded throughout the journey of a Forge student.

The Forge Classroom: The academic setting for students to develop within the academic framework meeting Tennessee State Standards and credit requirements.

Industry Based Learning: Experiential learning components for students that include their academic background and durable skills development for real-world experiences.

All of these items work together to ensure that there is career connectedness throughout the Forge student journey meeting the overall Mission and Vision of the School are met for a Forge Graduate.



THE FIVE FORGE FOUNDATIONS

THE FIVE FORGE FOUNDATIONS				
ACADEMICS	OPPORTUNITY	COMMUNITY	GUIDANCE	CONTRIBUTION
Mastery of academics to excel at or above grade level.	Career-focused learning for evolving opportunities.	Building social capital, networks, and belonging in professional communities.	Personalized support to achieve goals and stay on track.	Civic engagement to contribute and shape the future.

Academics: With a strong Academic Foundation, students will gain essential literacy and numeracy skills that develop into advanced competencies such as critical thinking, problem solving, and communication strategies through the core curriculum paired with elective CTE industry courses. Students participate in hands-on, project-based learning throughout the year called Collaborative Constructs. For the specific ACE pathways students will engage in real-world experiences to support their learning as they are taught and mentored by ACE advisors and peer mentors, both internal and external to the school.

Opportunity: With Career Connected Learning, our middle school will engage with exploring diverse career options as a part of our ACE pathways, while our high school students will gain real-work experience through industry immersion, job shadowing, internship opportunities, dual enrollment, and industry certifications.

Community: Students will build social and professional networks: Success is not just academic skill; it's also about connections. We create opportunities for students to build meaningful networks within the communication through peer mentoring, industry advisor, networking events, and student clubs. Not only will the networks be created during student's time at The Forge, but they will also be sustained through *The Forge's Professional Development Center* for ongoing support and career guidance based on the foundation that students received in sixth through 12th grades.

Guidance: Personal Support and Lifelong Success paired with academics, will ensure that students have the skills necessary to stay on track. While we put them in the driver's seat of their education, we provide personalized support, so students learn how to track out their careers through individualized learning portfolios and a focus on durable skills.

Contribution: Civic engagement to shape the future has students not just preparing for careers, they are preparing to have global impact. We encourage active citizenship and community involvement through our extended leadership opportunities, service-learning projects, and industry-embedded community service.

Section 1.2 - Academic Focus and Performance Standards

DURABLE SKILLS

DURABLE SKILLS			
COMMUNICATION	COLLABORATION	FORTITUDE	LEADERSHIP

At the Forge School we believe that our durable skills are foundational professional skills that are relevant across industries and jobs and can be used to improve performance and engagement of employees. It is our goal to ensure that students are explicitly taught these skills, continue to have exposure during their early careers at The Forge School, and execute skills in the classroom and beyond. Durable skills will be taught during our Advisory Period, called the 'Forge Forum'. Each cohort of advisory will receive materials that are developed by our Executive Director and/or the Community Partnerships and Operations Director. Materials that will be used will be proprietary to The Forge School, but rooted in the research from the America Succeeds Foundation[18], the Durable Skills Advantage Framework[19], Education Strategy Group [20], the SkillsUSA Framework [21], and other models that we have seen during our school visits. During our Year 0, the base of our durable skills programs will be planned for the Forge Forum, with reflection time built in to adjust as we continue to build out the programs in the years ahead.

Below is an overview of our four standards which describes what this will look like at The Forge, how students will practice the skill, and what the skill looks like in their early careers.

STANDARD 1: COMMUNICATION

The ability to transmit and receive information, ideas, and instructions clearly, accurately, and effectively in various forms and contexts within the professional environment

At the Forge School this may look like:

- Student led class discussions
- Group and individual presentations to demonstrate understanding of content
- Training students to be the face of the Forge School leading tours and advocating for the school
- Developing students as mentors and mentees
- Teaching students how to negotiate with teachers and administration to advocate for themselves and their peers

Forge School students will practice:	**In their early career, Forge School students will be able to:**
• **Presentation** - conveying ideas verbally and in writing, leverage digital platforms to engage	

[18] https://americasucceeds.org/portfolio/the-high-demand-for-durable-skills

[19] https://www.durableskillsadvantage.org/

[20] https://edstrategy.org/resource/cultivating-connections/

[21] https://www.skillsusa.org/who-we-are/skillsusa-framework/?_gl=1*1q5x2c*_up*MQ..*_ga*MTcwMzM5OTQuMTczNDExNjkwNg..*_ga_B4VZDKCC95*MTczNDExNjkwNS4xLjEuMTczNDExNjkxNy4wLjAuMA

with target audiences, and speaking publicly about their learning • **Customer Service** - consistently acting in accordance with a set of values and principles, demonstrate honesty, reliability, and ethical behavior during interactions to proactively represent themselves and their school • **Negotiation** - behaving and communicating in a way that is respectful to others and quickly finding effective solutions to problems, even in situations where resources may be limited or unclear.	• effectively convey information through written, verbal, and non-verbal communication • understand how different types of communication and intercultural factors influence interactions • use listening skills to adapt communication style when necessary • effectively engage in public speaking to deliver a message to engage, inform, and persuade an audience. • provide friendly, attentive, and welcoming service to customers or clients assistance and guidance to people before, during, and after they utilize the company's products or services. • strategically guide a discussion between two or more parties aimed at reaching an agreement or a solution.

STANDARD 2: COLLABORATION

The ability to work harmoniously with others, leveraging diverse strengths and ideas to achieve common goals, and contribute positively to team dynamics and outcomes

At the Forge School this may look like:

- Ensuring collaborative elements of every class
- Encouraging students to work collaboratively to solve problems for the school
- Creating common tasks for Forge groups to complete
- Coaching students to have self-esteem to understand that even though you are doing well at a task, you do not have to brag about it.
- Celebrating team victories publicly

Forge School students will practice:	**In their early career, Forge School students will be able to:**
• **Interpersonal relationships -** Understanding and sharing feelings, perspectives, knowledge and experiences of others with an awareness and acceptance of the values, norms, and beliefs of another group that is not one's own in the classroom • **Cooperation -** Prioritizing the common goal of a group over one's personal goals and being flexible to complete a task being asked of you. • **Motivation -** Regularly performing actions that contribute to the team's cohesiveness by enhancing relationships, celebrating strengths, acknowledging weaknesses, and actively participating in team experiences	• engage respectfully with people of diverse backgrounds and differing opinions • understand their team members "why" and see their perspectives • align resources towards a common goal, accept the larger purpose, setting aside their own interests to prioritize the organization's goals • categorize, apply structure to, validate, and support the analysis of information, as well as dissect large projects into manageable chunks. • maintain a positive attitude and focus on the best possible outcomes for events and tasks. • manage time and identify priorities and resource constraints in order to plan for the

	completion of tasks in a way that maximizes the efficiency of the plan and does not create a burden for those involved in the scheduled events.

STANDARD 3: FORTITUDE

The ability to demonstrate inner strength and resilience in navigating difficult situations, and display courage, determination, and composure while overcoming challenges, pursuing goals and engaging in responsible decision making.

At the Forge School this may look like:

- Students expected to complete challenging assignments beyond grade level
- Students seeking resources in the community to complete projects
- Administration asking students to creatively solve culture problems
- Teachers using Forge time for character development
- Assignments that allow students to pursue their purpose

Forge School students will practice:	**In their early career, Forge School students will be able to:**
• **Self-Esteem -** trusting one's abilities to present information with poise while knowing when to ask for assistance • **Advocacy -** confidently and willingly advocate for oneself while engaging in constructive discourse without being aggressive • **Purpose -** staying focused on the process and have unwavering determination when completing a task, and exhibiting passion and persistence in the face of adversity	• display self-accountability and perseverance • focus on long-term goals • ask questions to better understand the emotional state and needs of another person • sustain calmness and poise to control their actions in relation to their emotions • stay composed and level-headed when faced with challenging or high-pressure situations • regulate one's actions and emotions in order to stay committed to achieving a goal and keep oneself accountable for their responsibilities. • work independently and take initiative to complete tasks without external direction or motivation.

STANDARD 4: LEADERSHIP

The ability to motivate and guide a group of people toward achieving a common goal or objective. This individual encourages others to pursue a goal, celebrates team members successes, models behavior desirable in others, sets expectations, performs well under pressure, trusts in their abilities, and exhibits a belief in themselves with a balance between humility and confidence

At the Forge School this may look like:

- Projects where students are asked to defend, promote, and support a cause or issue that aligns with their values
- Regular opportunities in class to organize thoughts and ideas to generate innovative or novel suggestions that are focused and actionable

- Student leaders who know how to motivate and guide a group of people toward achieving a common goal or objective
- Administration who asks students to lead important school initiatives

Forge School students will practice:	In their early career, Forge School students will be able to:
• **Servant Leadership -** showing willingness and desire to seek knowledge and understand new information by asking questions, exploring ideas, and continuously learning • **Mentorship -** providing guidance and support to others in their personal and professional development. • **Project Management -** define a problem, determine the cause of the problem, evaluate alternatives for a solution, and implement a solution.	• influence and/or motivate teams and individuals to achieve goals • recognize their own emotions and others' emotions to guide their behavior • demonstrate a drive to learn going beyond the surface • model a balanced and effective work ethic • develop and communicate innovative and insightful ideas and perspectives that position an individual or organization as a trusted authority in one's industry or field • estimate how long it takes to complete a task, to assess the progress of a task against the timeline for completion

THE FORGE SCHOOL CLASSROOM LEARNING

To build our career-connected program, students will engage in Industry-Based learning and Forge Classroom based learning, which will ultimately work together. In the Forge Classroom there will be traditional teaching methods that will be used. We will embed our pathways instruction into our content, ensuring that students have continuous exposure to the Architecture, Construction, and Engineering pathways. The content students will learn will meet and be in alignment with Tennessee State Standards.

The four building blocks of The Forge School Classrooms:

1. **Project Based Curriculum**: The Forge will have opportunities for students to engage in ACE related project-based learning. In addition to the core and elective coursework, all students in the school will engage in at least a quarterly interdisciplinary project-based learning experience per year, with a goal of at least 6 projects per year. The school will designate the weeks for these experiences during the year for engagement in the authentic, real-world, problem-based projects that align with the ACE pathways. These experiences take place during all class periods and include standards-aligned projects. The project-based learning experiences culminate in the Presentation of Learning, which is further discussed below.
2. **Presentation of Learning:** During advisory students will practice and participate in their Presentations of Learning, which is the exhibition of the Project Based Learning from core instruction. The Presentation of Learning is required for students to present their learning to an audience, to prove that they are ready to progress. As mentioned above, the student's Presentation of Learning is needed to move on to the next grade-level. The Presentations of Learning will showcase the student's academic content knowledge and application, along with the student's reflection on their social and personal growth, with heavy emphasis on durable skills. Both the advisor and the student will score their Presentation of Learning on a Rubric. This rubric

will be a part of the Student's Portfolio, as discussed above, to use in reflection and measure growth and progress both academically and socially.

3. **Dual Enrollment/Advanced Placement:** Dual enrollment and AP courses will be offered to students through our partnerships with local colleges and universities. Students can enroll in these courses as early as grade 9. AP courses that will be offered are in the subjects of English, mathematics, science, and history.
4. **Mentorship**: The guidance through personnel development will be seen on multiple levels. As a core foundation of the school, we must build relationships for students beginning in 6th grade. Mentorship will happen in three (3) ways:
    i. Forge Forum: All students are cohorted with the same small group of peers throughout their four-year experience at The Forge. Through this close-knit community, students support each other through their middle and high school experiences while building lifelong relationships.
    ii. Student Advisors: Just as important as peer-to-peer support, a student's advisor will be assigned at the start of their journeys to continue a life-long relationship. Their advisor will use guided activities, as well as open-ended exploration and projects with students to cultivate their own identity, interests, and career goals. Through a 1: 1 relationship cultivated over six-years; a student's advisor will help the student personalize their Forge experience. Students thrive when they have close relationships with adults who believe in their potential, hold them to high expectations, and mentor them through the steps necessary to achieve success. Should a cohorted mentor transition within or out of the school, the leadership team will be added mentors in all classrooms to ensure consistency of face and relationship.
    iii. Peer Mentors: Our advisory periods will also be used for student mentoring. Each cohort will be paired with another cohort for peer-to-peer mentoring. As students grow within The Forge programming, they will continuously build on their personal knowledge and skills and can now serve as a mentor to share in alignment with students' academic and life goals. Here is an overview of how mentoring cohorts will be assigned.

Mentee	Mentor
6th Grade	9th Grade
7th Grade	10th Grade
8th Grade	11th Grade
9th and Incoming Students	12th Grade

Curriculum:

In addition to the foundations of the Forge Classroom Learning, there are other items that ensure that our programming is possible and meets the needs of students within the building. A core belief at The Forge is to continue to ensure integration of content to create authentic real-world connections so that students can explore their career paths beginning in the 6th grade. We have seen strong examples of the integration of content at many of our school visits and connections including, but not limited to:

Section 1.2 – Academic Focus and Performance Standards

Crosstown High School, ASU MicroPrep Academy in Tempe, AZ; BASIS in Phoenix, AZ; Latitude High School in Oakland, CA; Benson Polytechnic High School in Portland, OR; De La Salle North Catholic HS in Portland, OR; West MEC in Buckeye, AZ; Architecture Foundation of San Francisco High School Design Competition Program in San Francisco, CA. Additional information on the types of projects that students will be involved in can be found further down in the Section.

At the time of the application, we are finalizing curricular choices. Here is an overview of the curriculum that we plan to use at the time of the application, along with additional curriculums that our team will use to integrate the Architecture, Construction, and Engineering pathways in Middle School. The curriculums that have been chosen are State-Approved and used in the local district, which will allow for academic transition for students should they be transitioning into The Forge either in 6th grade or beyond.

Subject(s)	Proposed Curriculum
Math	ICEV (Personal Finance) SAVVAS enVision Mathematics Tennessee
ELA	SAVVAS • My Perspectives
Science	SAVVAS • Middle School Interactive Science • Next Generation Biology McGraw Hill • Glencoe Physical Science • Chemistry Cengage: • Physics for Scientists and Engineers • Environmental Science: Sustaining Your World
Social Studies	McGraw Hill • World History and Geography • US History and Geography • US Gov't and Civics SAVVAS: • Economics
PE / Health Science	SPARK • Physical Education K-12 SAVVAS • Pearson Health
(Electives) Architecture, Construction, and Engineering /	Tennessee Builders Education ICEV Foundation EDynamic Project Lead the Way

Section 1.2 - Academic Focus and Performance Standards

Cross-Cut - Entrepreneurship	Engineering 4 All Defined Learning

Research-Based Instructional Methods:
Within our classrooms, The Forge School will pull from these research-based instructional methods.

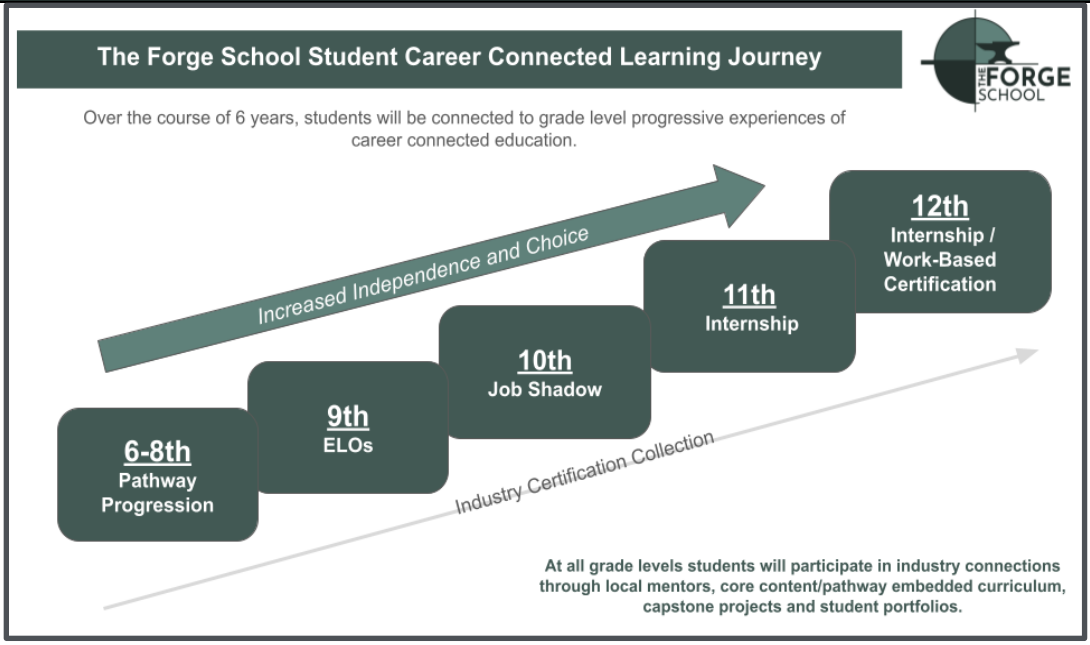
ASSESSMENT AND LEARNING	INSTRUCTIONAL TECHNIQUE	PROJECT BASED LEARNING	INTENTIONAL LOCAL DUAL CREDIT
Backwards design supports looking at the desired outcomes first and then designing curriculum, performance assessments, and classroom instruction.	Teach Like a Champion offers effective teaching techniques and proven successful at many schools across the country.	Research consistently demonstrates that PBL fosters deeper learning, enhances student engagement, and develops durable skills.	Send teachers to get certified with a place such as TCAT, or another partner, so local dual credit can happen on campus.

Industry-Based Learning

At The Forge School, we seek to leverage all the relationships of the city and community on behalf of our students. We apply a placed-based approach so that students can have relevant and personalized learning experiences. While our project-based learning application will be seen through our Collaborative Constructs as they will support the integration of our content, create authentic real-world connections, and allow for student exploration.

Below is the progressive experience arc students will be connected in as a part of a student's learning journey. All the experiences build on each other beginning in 6th grade and over time there is an increased independence and choice for students on how they navigate learning within the selected career pathway.

Section 1.2 – Academic Focus and Performance Standards



Pathway Progression & Initial Industry Credential: In 6th through 8th grade students will participate in Pathway Progressions that are fully aligned with the Tennessee Department of Education. Students will participate in the exploration of Architecture, Construction, and Engineering. This will allow students to be exposed to a variety of topics within the career pathways. Contextualizing the required CTE coursework and/or programming in middle school to fit into our embedded pathways will better prepare our students to select their pathway of choice as a part of the Student Blueprint.

The courses, as listed below, are an essential foundation to the middle school and used not only for student knowledge, but for certification attainment beginning in middle school, that the student will carry with them throughout their 6-12 journey. These courses are aligned with the TDOE's Middle School coursework which are a foundation for success for students in high school CTE courses. The coursework listed is in alignment with the current standards.[22]

GRADE-LEVEL	6TH	7TH	8TH
ELECTIVE COURSE(S)	• Career Awareness • Computer Science	• Career Exploration	• Career Advisory & Planning
POTENTIAL CURRICULUM	'Defined Learning' is a free curriculum that also provides lesson plans offered through the State of Tennessee via the Tennessee Stem Innovation Network.		
INDUSTRY CREDENTIAL/ CERTIFICATION	• Southwest Airlines Communications • Internet Core Competency Certification • Microsoft 365 Fundamentals		• Express Employment • OSHA 10

[22] https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/middle-school-cte-standards.html

Section 1.2 – Academic Focus and Performance Standards

By the end of the student's 8th grade year, if a student has been with The Forge since 6th grade, students will also have had the opportunity to earn 5 industry credentials/certifications through coursework on campus.

Here are a few examples of what the coursework that leads to the overall certification will include, and why they are foundational to The Forge model:

- Southwest Airlines Communications: The Southwest Airlines Professional Communications Certification equips students with essential workplace communication skills, including verbal, written, and interpersonal communication, critical thinking, and professional etiquette, enhancing their job readiness and career prospects.
- Microsoft 365 Fundamentals: The Microsoft 365 Fundamentals certification validates your basic understanding of the core Microsoft 365 services. It demonstrates your knowledge of how these services work together to enhance productivity and collaboration.
- OSHA 10: The OSHA 10-Hour general Industry certification is a safety training program. It teaches workers to recognize and prevent common workplace hazards, such as falls, electrical hazards, and chemical exposure, while emphasizing employee rights related to workplace safety.

Early Learning Opportunities

In 9th grade students will be exposed to a wide variety of careers to expand possibilities as a part of Early Learning Opportunities. This is wide exposure to the career outcomes from the learning that students are doing in the classroom. This is wide-scale exposure.

Job-Shadowing & Internships

In 10 grade students participate in Job Shadowing. Job-shadowing builds on the 9th grade wide-exposure of careers and becomes more targeted in a career focus for students. Students explore an interest or passion so they may refine their career interests. As a part of job-shadowing students will follow a professional from their chosen career path and follow them throughout the day to get a wider understanding of the jobs day-to-day objectives; office-space, technology, and materials; client relationships; and ask questions.

In 11th grade, students move to an immersive experience. Students develop independent professional identity, where they are continuously refining their career path. All students commit to an extended internship with an adult expert in their field of interest. Internships that students are a part of will create college and career pathways, build knowledge and skill, expand their network by building relationships with professionals, and heighten their sense of possibility.

Work-based Learning

As stated, as a part of the Tennessee Department of Education's work-based learning career practicum overview[23], "Work-based learning is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models

[23] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_std_wbl_career_practicum.pdf

of work-based learning, which allow students to interact with industry professionals to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills." This is, once again, how students are applying The Forge School's classroom experience in an industry setting. Students will complete their work-based learning as a part of their 11th and/or 12 grade year and may be paired as a part of their internship experience.

High School Credentials

Just as discussed for middle school students, The Forge students will have the opportunity to obtain multiple credentials that will support both their ReadyGrad needs but also prepare them specifically within their career pathways. The certifications that students will test for will depend on the career-pathway chosen. Based on the clusters that have been chosen, here are the most current plans for when students will obtain their industry-credentials in their elective pathway course programming with supporting materials.

All credentials/certifications have their Tier Associated as follows in parentheses which identify the value of the credential[24].

- R - Recognized (Tier I) - lowest value credential
- V - Valued (Tier II) - middle value credential
- P - Preferred (Tier III) - highest value credential

The Forge recognizes that the industry credentials on the list at the Preferred Tier are the highest value credentials, which indicates completion of a program or required licenses for employment in certain industries.

Meta Cluster: Building and Moving **Cluster: Construction** **Program of Study: Residential & Commercial Construction** **Cross-Cutting Sector: Management & Entrepreneurship**				
GRADE-LEVEL	**9TH**	**10TH**	**11TH**	**12TH**
Elective Course(s)	• Fundamentals of Construction	• Residential & Commercial Construction I	• Residential & Commercial Construction II **OR** • Dual Enrollment Residential & Commercial Construction I and II	• Construction Practicum **OR** • Dual Enrollment Residential & Commercial Construction III and IV • Entrepreneurship
Potential Curriculum	iCEV, NCCER, HBI-PACT			

[24] https://www.tn.gov/content/dam/tn/education/ccte/eps/Tennessee_Promoted_Industry_Credential_Report_2024_final.pdf

Section 1.2 – Academic Focus and Performance Standards

Industry Credential/ Certification	• OSHA10 Construction (R) • CPR/First Aid (R)	• NCCER Core Curriculum (V)	• NCCER Construction Technology (V) • OSHA30 Construction (R) • Employability Skills (R)	• NCCER Carpentry Level Two (P) • Home Builders Institute Pre-Apprentice Certificate Training (HBI PACT) (P) • Entrepreneurship and Small Business Certification (P)

Meta Cluster: Building and Moving **Cluster: Construction**
Program of Study: Mechanical, Electrical, & Plumbing Systems
Cross-Cutting Sector: Management & Entrepreneurship

GRADE-LEVEL	9TH	10TH	11TH	12TH
Elective Course(s)	• Fundamentals of Construction	• Mechanical, Electrical, & Plumbing Systems	• HVAC **OR** • Dual Enrollment Mechanical, Electrical, & Plumbing Systems I and II	• Construction Practicum **OR** • Dual Enrollment Mechanical, Electrical, & Plumbing Systems III and IV • Entrepreneurship
Potential Curriculum	iCEV, NCCER, HBI-PACT			
Industry Credential/ Certification	• OSHA10 Construction (R) • CPR/First Aid (R)	• NCCER Core Curriculum (V)	• HVAC Excellence Employment Ready Certification (V) • OSHA30 Construction (R) • Employability Skills (R)	• HVAC Excellence, Heating, Electrical, Air-Conditioning Technology (HEAT) (P) • HBI-PACT (P) • Entrepreneurship and Small Business (P)

Meta Cluster: Building and Moving **Cluster: Construction**
Program of Study: Architectural & Engineering Design
Cross-Cutting Sector: Management & Entrepreneurship

Section 1.2 – Academic Focus and Performance Standards

GRADE-LEVEL	9TH	10TH	11TH	12TH
Elective Course(s)	• Architectural & Engineering Design I	• Architectural & Engineering Design II	• Architectural & Engineering Design III **OR** • Dual Enrollment Architectural & Engineering Design I and II	• Engineering Practicum **OR** • Dual Enrollment Architectural & Engineering Design III and IV • Entrepreneurship
Potential Curriculum	Project Lead the Way, Edmentum			
Industry Credential/ Certification	• OSHA10 Construction (R) • CPR/First Aid (R)		• Employability Skills (R)	• Autodesk Certified Professional: Revit for Architectural Design (V)

Meta Cluster: Building and Moving **Cluster: Advanced Manufacturing**
Program of Study: Engineering
Cross-Cutting Sector: Management & Entrepreneurship

GRADE-LEVEL	9TH	10TH	11TH	12TH
Elective Course(s)	• Principles of Engineering & Technology	• Engineering Design I	• Engineering Design II **OR** • Dual Enrollment Engineering I & II	• Engineering Practicum **OR** • Dual Enrollment Engineering III & IV • Entrepreneurship
Potential Curriculum	iCEV, Project Lead the Way, eDynamic Learning, Tennessee STEM Innovation Network, Engineering for All, AE3			
Industry Credential/ Certification	• OSHA10 Construction (R) • CPR/First Aid (R)		• Employability Skills (R)	• Autodesk Inventor Certified User (V)

Here are a few examples of what the coursework that leads to the overall certification will include, and why they are foundational to The Forge model as a part of our high school programming:

- NCCER Core Construction: A nationally recognized credential that provides foundational skills and knowledge essential for a successful career in the construction industry, including safety, math, tool usage, communication, blueprint reading, and employability skills.

- Autodesk Revit Certified User: The Autodesk Revit Certified User certification validates foundational Revit skills, demonstrating your ability to use Building Information Modeling (BIM) software.
- OSHA 30: A 30-hour course for supervisors and workers with safety responsibilities, offering in-depth coverage of OSHA regulations, hazard control, and advanced safety management principles.

Of the courses that are offered, we have not determined if a course will be dual enrollment or in-house Forge course. This will be based on teacher availability and education partners for dual enrollment courses.

There may be other opportunities for credentials as the school grows, and additional feedback is collected by industry partners and students. If this is the case, The Forge may plan to develop and submit an additional program of study a year in advance with applications typically being due in May. The adjustments will be rooted in the discussions during the required Program Advisory Committees ("PAC").

The Program Advisory Committee is required as a part of state-approved CTE programs at a state and federal level. The Forge's PAC committees will be made up of experts from our businesses and industry partners to serve as a resource and connection to the workplace for CTE teachers, administrators, and students. The responsibilities of a PAC will:

- **Provide guidance:** The committee can advise on curriculum development, student recruitment, staff development, and equipment and software recommendations.
- **Connect schools with businesses:** The committee can help connect schools with the local business community.
- **Improve programs:** The committee can evaluate the CTE program and advise on how to improve it.
- **Increase understanding:** The committee can help instructors understand the job market, employers' needs, and community opportunities.

Collaborative Constructs

Culminating Presentations of Learning, where students showcase their year-long projects and reflections before a panel of esteemed community stakeholders, industry mentors, staff, student peers, and proud parents. This event is both a celebration of innovation and academic achievement, as students articulate their learning experiences, demonstrate critical thinking, and exhibit their unique skills in real-world contexts as well as a reflection based around a rubric that allows for students to provide and collect evidence of growth and is a platform for goal setting year over year.

Each presentation offers a glimpse into the student's journey, highlighting the challenges faced, lessons learned, and the solutions they've developed through the lens of The Forge Durable Skills. Attendees will engage with students, providing a rich environment for dialogue and feedback, fostering connections between education and industry. This culminating event not only honors the hard work of our students but also reinforces the vital role of community involvement in education.

Each grade-level will continuously engage in interdisciplinary collaborative constructions, which will incorporate appropriate Tennessee State Standards and pairs with The Forge's classroom work. While

teachers will work with their grade-level and Principals for final projects throughout the course of the year, we have provided examples of Collaborative Constructs that we will use as a resource, which have been developed based on competitions by the Technology Student Association[25] and the ACE Mentorship Program[26]

Grade Level	Collaborative Constructs
6	***Construction Challenge:*** *Students will submit a scale model, display, and documentation for a design that fulfills a community need related to construction.* .
7	***Structural Engineering:*** *Students will apply the principles of structural engineering to design and construct a structure based on a yearly challenge to identify its overall design efficiency.*
8	***Off the Grid Architecture:*** *Based on the yearly theme, students will conduct research on a sustainable architectural design for a home in another country where students build a model of the home.*
9	***Computer-Aided Design (CAD), Engineering:*** *Students will use complex computer graphic skills, tools, and processes to respond to the yearly design challenge in which they will develop three-dimensional representations of a machine part, tool, device, or manufactured product.*
10	***Architectural Design****: Based on the annual design challenge, students will develop a set of architectural plans and materials to construct both a physical and computer-generated model that accurately displays their design.*
11	***Computer-Aided Design (CAD), Architecture:*** *Students will use complex computer graphic skills, tools, and processes to respond to a yearly design challenge in which they develop representations of architectural subjects. These include items such as foundation and/or floor plans, elevation drawings, and/or details of architectural ornamentation or cabinetry.*
12	**Real World Projects** *(Architecture, Construction, Engineering)* **with Local Nashville Industry Partners for completion of Internships and Certifications:** Students will participate in a live experience with industry partners for completion of real-world projects in the Nashville workforce setting by being a part of a team to complete a current project in a home-community.

d. Provide evidence that demonstrates how the school's academic plan will improve student performance and close achievement gaps specifically for the school's target student population and students with diverse needs.

[25] https://tsaweb.org/competitions
[26] https://acementortools.org/

Section 1.2 – Academic Focus and Performance Standards

Our academic plan was designed to ensure that we realize our mission of graduating students with exposure, and credentials in the architecture, construction, and engineering workforce. Accordingly, all components of our plan are anchored in best practices and research.

Our academic plan at The Forge School includes several key components designed to provide a comprehensive and career-focused education. Here is a summary of our Academic Plan:

- **Career Pathway Focus:** Our school is centered on Architecture, Construction, and Engineering (ACE) career pathways, with a focus on the "Building and Moving" meta-cluster within the TDOE CTE Career Cluster Framework.
- **Five Forge Foundations:** Our academic plan is driven by five core foundations: Academics, Opportunity, Community, Guidance, and Contribution, all paired with durable skills.
- **Durable Skills:** We emphasize the development of durable skills, including Communication, Collaboration, Fortitude, and Leadership, to ensure our students are prepared for careers.
- **Project-Based Learning:** PBL is a core instructional method in our school, designed to mirror real-world projects in the ACE fields.
- **Personalized Learning:** Our plan includes personalized support through "Forge Forum" and intentional mentorship.
- **Real-World Experience:** We focus on integrating real-world projects with industry partners, including internships and job shadowing.
- **Postsecondary Opportunities:** We intend to have our students ready for their post-secondary through the ability to earn certifications, credentials, and college credits through dual enrollment and AP courses.
- **Response to Intervention (RTI):** Our plan includes strategies to address academic underperformance through RTI2 daily as schedule for all students as Tier III intervention for 45 minutes.
- **Student Portfolios:** Our students will develop portfolios to document their learning and showcase their skills, understanding their personal growth and have a collection of previous opportunities to support their resumes and future networking.

These components collectively aim to provide our students for careers in the ACE fields through preparation in both our traditional course content that is embedded with industry specific coursework.

Our Academic Plan will address the following:

- **Addressing Achievement Gaps and Target Student Population**
    - **Focus on Relevant Skills:** The Forge curriculum is designed to meet the needs of today's workforce, specifically in Architecture, Construction, and Engineering. We aim to engage students and improve their academic outcomes by connecting learning to real-world careers.
    - **Career-Connected Learning:** The school will provide a comprehensive understanding of career pathways within ACE, starting in 6th grade, to equip students with necessary skills and knowledge. This approach will prepare students for various post-secondary options and contribute to Nashville's growth.
    - **Durable Skills Integration:** The Forge will integrate durable skills (Communication, Collaboration, Fortitude, Leadership) into the curriculum to ensure students have

transferable skills for any career, strengthening them over time as a part of a student's professional development.
    - **Data-Driven Instruction:** The Forge will use data to inform teaching and learning, with varied assessments and regular analysis to identify student needs and adjust instruction.

- **Supporting Students with Diverse Needs** (See Section 1.8 for additional information)
    - **RTI² Framework:** The school will implement Tennessee's Response to Instruction and Intervention Framework to identify and support students at risk of academic underperformance. This includes universal screening, early warning systems, data analysis, and tiered interventions.
    - **Special Populations Support:** The Forge outlines its commitment to serving students with disabilities, English learners, and at-risk students.
    - **English Learner Support:** The school will provide support for English Learners, including assessment and services to help them achieve English proficiency.
    - **Multi-Tiered Systems of Support (MTSS):** The Forge will use MTSS to provide support for students who may be at-risk.

- **Specific Strategies to Improve Performance**
    - **Project-Based Learning (PBL):** Using PBL as a core instructional method to engage students in real-world projects and provide hands-on learning experiences.
    - **Personalized Learning:** Providing personalized support through advisory programs ("Forge Forum") and industry mentorships.
    - **Attendance Focus:** Implementing strategies to ensure high attendance, recognizing its importance for academic success

ACE Career Preparation:
By incorporating the items below, The Forge can effectively prepare students for success in Architecture, Construction, and Engineering careers by providing them with a strong academic foundation, relevant skills, and valuable real-world experiences.

- **Pathways:** Offering diverse pathways like ACE allows students to explore their interests and pursue specific career goals. This personalized approach fosters engagement and better prepares students for their chosen career paths within Architecture, Construction, and Engineering.
- **Embedded Curriculum:** By integrating essential skills like communication, problem-solving, and critical thinking into core subjects, students develop the transferable skills highly valued in the ACE fields. These skills are essential for architects, engineers, and construction professionals to collaborate effectively, solve complex problems, and communicate their designs effectively.
- **Project-Based Learning:** PBL mirrors real-world projects in the ACE fields, allowing students to develop crucial skills like project management, teamwork, and problem-solving in a hands-on environment.
- **Dual Enrollment:** This provides students with valuable college credits and real-world experience, giving them a significant head start in their post-secondary education and career pursuits within the ACE field.
- **Response to Intervention:** By addressing potential learning challenges early on, RTI ensures that all students, including those pursuing ACE pathways, have the support they need to succeed academically and achieve their career goals. (45-minute, daily block for all students)

Section 1.2 – Academic Focus and Performance Standards

Applied Learning:

By incorporating the items below, The Forge can effectively ensure that students can apply their classroom learning to real-world experiences:

- **Work-Based Learning:**
    - Internships: Students will gain hands-on experience by applying classroom knowledge in real-world settings through internships at local architecture, construction, and engineering firms.
    - Apprenticeships: Combining on-the-job training with classroom instruction, apprenticeships will allow students to directly apply their academic knowledge and develop valuable industry skills.
    - Job Shadowing: Observing professionals in action will provide students with valuable insights into the day-to-day realities of various roles within the ACE fields, allowing them to connect their classroom learning to real-world scenarios.
    - Mentorship Programs: Mentors will guide students in applying their classroom learning to real-world projects, providing valuable feedback and support as they navigate their career paths.
    - Guest Speakers: Industry professionals will share their expertise, providing students with real-world perspectives and demonstrating the application of classroom concepts in their own careers.
- **Workforce Credentials:** By pursuing industry-recognized credentials, such as OSHA 10 or Autodesk certifications, students will gain tangible evidence of their skills and demonstrate to potential employers that their classroom learning is directly applicable to the demands of the workforce.

Personal Development:

By incorporating these elements, The Forge can not only prepare students for academic and career success but also foster their personal growth, equipping them with the essential life skills and support they need to thrive.

- **Durable Skills Development**: Durable skills, such as critical thinking, communication, and problem-solving, are essential for navigating a complex world. These skills are not just academic; they are fundamental for personal and professional success. By emphasizing the development of these skills, The Forge equips students with the adaptability and resilience necessary to thrive in a constantly evolving environment.
- **Forge Forum**: Which is an advisory place, where daily, plays a crucial role in student personal development by providing a safe space for reflection, fostering social-emotional growth, and supporting the development of essential life skills.
- **Industry Mentors:** Industry mentors serve as valuable role models, offering guidance and real-world perspectives that inspire students and empower them to pursue their career goals.

e. Outline class sizes and structures for elementary, middle, and high school divisions, and note any significant differences among them.

Section 1.2 – Academic Focus and Performance Standards

The Forge will have a lower school, which will serve students in grades 6th through 8th grade. The Upper School will serve students in grades 9th through 12th. Below charts out the class sizes and structures of the schools.

GRADE LEVEL	LOWER SCHOOL MIDDLE SCHOOL, GRADES 6-8	UPPER SCHOOL HIGH SCHOOL, GRADES 9-12
Type of Schedule	4 x 4 - Modified Block	4 x 4 - Modified Block
Class Size	6th Grade: Cohort based with 25 students in each cohort. If necessary, the maximum class size is 30 students. 7th & 8th Grades: Cohort based with 30 students in each cohort that travel. If necessary, the maximum class size is 35 students	Class size will be on average 30 students; however, the set maximum is 35 Students per classroom for core classrooms. Career and Technical Education classes will be 20 students averaged with a set maximum of 25 students.
Differences	Class sizes will differ in 6th grade to the 7th and 8th grades. Additionally, in 7th and 8th grade there may be coursework that students are engaging with that may overlap with 9th grade as part of the block schedule, which aligns with the necessary class size maximums in the State of Tennessee.	Our Career and Technical Education classes will have a lower number of students that may engage; however, there are additional opportunities that students may participate in high school, such as Work Based Learning and student practicums.

f. Provide an overview of the curriculum the school will offer. Detail how the proposed curriculum is well-suited for the targeted student population and aligned to Tennessee Academic Standards. Identify any gaps within the curriculum related to Tennessee's Academic Standards and how those gaps will be addressed. Note: If an authorizer approves a charter application that includes textbooks and instructional materials not approved by the Tennessee State Board of Education pursuant to T.C.A. § 49-6-2206, the approved application will serve as documentation of the authorizer's decision to waive the sponsor's requirement to use State Board-approved textbooks and instructional materials.

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

Here is an overview of the core curriculum that we plan to use. Our team will continue to integrate additional curriculum to align with our pathways of Architecture, Construction, and Engineering. While all curricula will continue to be finalized, all chosen will be State-Approved and align as closely to the local district as possible, which will allow for academic transition for students should they be transitioning into The Forge either in 6th grade or beyond. If there is a curriculum that is chosen not on an approved state list, we will work appropriately with our authorizer to seek a waiver.

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Below is a list of the **core** Course Descriptions along with the projected list of materials at the time of application submission:

Math	Courses: Math 6, Math 7, Algebra I, Algebra II, Geometry, Calculus

Course Description:
All Tennessee State Math[27] Standards will be adhered to using the Standards and Course Overviews on the TDOE website[28].

- Math 6: 6th grade math emphasizes intermediate math skills and concepts such as ratios and proportions, negative and positive numbers, equivalent equations, and other pre-algebraic topics.
- Math 7: 7th grade math emphasizes intermediate math skills and concepts such as interpreting and computing rational numbers; working with decimals, fractions, and percents; and manipulating geometric figures.
- Algebra I: Algebra I emphasizes linear and quadratic expressions, equations, inequalities, and functions. Additionally, students will work to summarize, represent, and interpret statistical data. Throughout the course, students explore the structures of and interpret functions and other mathematical models.
- Algebra II: Algebra II further expands a student's understanding of functions and function types developed in Algebra I. It includes a more in-depth focus on using statistics to understand data and make decisions. Throughout the course, students explore the structures of and interpret functions and other mathematical models.
- Geometry: Geometry emphasizes congruence, similarity, right triangle trigonometry, coordinate geometry, and modeling geometry concepts in real life situations. Modeling and real-world problems are introduced throughout the course with standards written to encourage the use of math to answer problems students will encounter in life.
- Calculus: Calculus is designed for students interested in STEM-based careers. The study of calculus on the high school level includes a study of limits, derivatives, and an introduction to integrals.

Potential Materials: SAVVAS, enVision Mathematics Tennessee

ELA	Courses: ELA 6, ELA 7, ELA 8, English I, English II, English III, English IV

Course Description:
All Tennessee State ELA standards will be adhered to using the Standards and Course Overviews on the TDOE Website[29].

- ELA 6: English 6 builds upon foundational literacy skills by increasing the complexity of texts and tasks across reading, writing, speaking, listening, and language. The curriculum uses an integrated approach to ELA standards, spiraling literacy skills and scaffolding rigor as students engage with increasingly challenging texts.

[27] https://cdnsm5-ss18.sharpschool.com/UserFiles/Servers/Server_350194/File/Math%206-8/All%20Standards.pdf
[28] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/standards/math/TN_Revised_Standards_K-4th_year_math_6-9-2022.pdf
[29] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2019-sbe-meetings/february-8,-2019-sbe-meeting/2-8-19%20IV%20C%20English%20Language%20Arts%20Standards%20Attachment%20Clean%20Copy.pdf

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- ELA 7: English 7 reinforces foundational literacy skills while increasing the complexity of texts and tasks across all ELA strands. Using an integrated approach, the curriculum spirals literacy standards and scaffolds rigor as students engage with progressively challenging texts.
- ELA 8: English 8 reinforces foundational literacy skills while increasing the complexity of texts and tasks across all ELA strands. Using an integrated approach, the curriculum spirals literacy standards and scaffolds rigor as students engage with progressively challenging texts.
- English I: English I emphasizes sophisticated writing and communication skills through reading, writing, speaking, listening, and language development
- English II: English I emphasizes sophisticated writing and communication skills through reading, writing, speaking, listening, and language development
- English III: English I emphasizes sophisticated writing and communication skills through reading, writing, speaking, listening, and language development
- English IV: English I emphasizes sophisticated writing and communication skills through reading, writing, speaking, listening, and language development

Potential Materials: SAVVAS, My Perspectives

Science	Courses: Science 6, Science 7, Physical Science, Biology, Chemistry, Physics, Computer Science

Course Descriptions:
All Tennessee State Science standards will be adhered to using the Standards and Course Overviews on the TDOE Website.

- Science 6: The academic standards herein establish the core content and practices of science and engineering, as well as what Tennessee students need to know by the end of sixth grade. Disciplinary core ideas for sixth grade include: Energy, Earth's Systems, Earth and Human Activity, Ecosystems: Interactions, Energy and Dynamics, Biological Change: Unity and Diversity and Engineering Design.
- Science 7: The academic standards herein establish the core content and practices of science and engineering, as well as what Tennessee students need to know by the end of seventh grade. Disciplinary core ideas for seventh grade include: Matter and Its Interactions, From Molecules to Organisms: Structure and Process, Ecosystems: Interactions, Energy and Dynamics, Heredity: Inheritance and Variation of Traits, Biological Change: Unity and Diversity, and Links Among Engineering, Technology, Science, and Society.
- Physical Science: The major disciplinary core ideas utilized for Physical Science include Matter and its interactions, motion and stability (Forces and interactions), energy, and Waves and their application in technologies for information transfer. Science and engineering practices are embedded in the content standards.
- Biology: From molecules to organisms (structure and process), ecosystems (interactions, energy, and dynamics), hereditary (inheritance and variation of traits), and biological change.
- Chemistry: The major disciplinary core ideas for Chemistry I include matter and its interactions, motion and stability (forces and interactions), energy, and waves and their applications. Students should explore these chemistry concepts and the seven core

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concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change) through laboratory techniques, manipulation of chemical quantities, and problem-solving practices.

- Physics: Physics course content is split into four main sections: Matter and Its Interactions, Motion and Stability: Forces and Interactions, Energy, and Waves and Their Applications in Technologies for Information Transfer.
- IGCSE Computer Science: This course is designed to provide students the foundational skills needed in learning how to problem solve using computers. This course will allow students to learn how to apply their understanding to develop computer-based solutions to problems using programming language and algorithms.

Potential Materials: SAVVAS, Middle School Interactive Science; McGraw-Hill, Physical Science; SAVVAS, Next Generation Biology; McGraw-Hill, Chemistry; Cenage, Physics for Scientists & Engineers; K-12 TN Implementation Guide; K12 CS Framework, Cambridge

Social Studies	Courses: Social Studies 6, Social Studies 7, Social Studies 8, World History & Geography, US History & Geography, US Government & Civics, Economics

Course Description: All Tennessee State Social Studies standards will be adhered to using the Standards and Course Overviews on the TDOE Website.

Potential Materials: McGraw Hill World History and Geography, McGraw Hill, World History and Geography, McGraw Hill, US Government and Civics, SAVVAS - Economics,

PE / Health Science	Courses: Physical Education, Health & Wellness

Course Description:

- All Tennessee State Physical Education standards will be adhered to using the Standards and Course Overviews on the TDOE website (6-8) and (9-12).
- All Tennessee Lifetime Wellness standards will be adhered to using the Standards and Course Overviews on the TDOE Website.

Potential Materials: SPARK, Physical Education K-12; SAVVAS - Pearson Health

Below is a list of the **middle and high school pathway** course descriptions along with the projected list of materials at the time of application submission:

Middle School Pathway Courses (Electives)	Courses: Career Awareness, Career Explorations, Career Advising and Planning

Course Descriptions:

- Career Awareness: This introductory Career Awareness course helps students understand their strengths and explore career options by examining successful leaders, connecting academics with career goals, and exploring local opportunities. Upon completion, students will demonstrate essential soft and technical skills needed for the workplace, such as teamwork, communication, and time management.
- Career Explorations: The Career Exploration course deepens students' understanding of

career options by guiding them through self-reflection, career assessments, and research into postsecondary pathways. Upon completion, students will set meaningful career goals, articulate career aspirations that align with their strengths, and discover ways to explore career options in their community while demonstrating essential workplace skills like teamwork and communication.

- Career Advising and Planning: The Career Advising and Planning course focuses on advanced career planning, guiding students to articulate their strengths, evaluate career options based on their skills and personality, and understand the costs of higher education. Upon completion, students will demonstrate mastery by creating personalized plans for postsecondary success, including coursework plans, career preparation materials, and ideal employee profiles.

Potential Materials: Defined Learning Platform[30]

High School Pathway Courses - Residential and Commercial Construction [31]	Courses: Fundamentals of Construction, Residential and Commercial Construction I, Residential and Commercial Construction II, Construction Practicum

Course Descriptions:

- Fundamentals of Construction: The Fundamentals of Construction course provides a foundation for careers in the Architecture & Construction cluster by introducing students to various construction fields, outlining career advancement paths, and developing essential skills like safe tool usage, blueprint reading, and mathematical application. Students will begin building their portfolios, showcasing their learning throughout the program. [32]
- Residential and Commercial Construction I: Residential & Commercial Construction I builds upon foundational knowledge by exploring the early phases of a construction project, including site layout, foundations, concrete work, framing, and basic electrical systems. Students will gain hands-on experience in these areas while developing essential skills like tool usage, blueprint reading, and mathematical application, all while continuing to build their professional portfolios. [33]
- Residential and Commercial Construction II: Residential & Commercial Construction II focuses on the later stages of construction, including roofing, exterior finishes, masonry, and plumbing systems. Students will gain practical experience in these areas, developing skills in areas like roofing, masonry work, and plumbing installation while continuing to enhance their professional portfolios.[34]
- Construction Practicum: The Construction Practicum is a capstone course where students apply their construction knowledge in a professional setting, developing problem-solving, communication, and teamwork skills through a significant project. This course emphasizes on-the-job training by assisting students with placements, such as pre-apprenticeships, to gain valuable work experience within the construction industry.[35]

Potential Materials: iCEV, NCCER, HBI-PACT

[30] https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/middle-school-cte-standards.html
[31] https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-architecture-construction.html
[32] https://www.tn.gov/content/dam/tn/education/ccte/arch/cte_std_fundamentals_of_cons.pdf
[33] https://www.tn.gov/content/dam/tn/education/ccte/arch/cte_std_residential_commercial_cons_1.pdf
[34] https://www.tn.gov/content/dam/tn/education/ccte/arch/cte_std_residential_commercial_cons_2.pdf
[35] https://www.tn.gov/content/dam/tn/education/ccte/arch/cte_std_arch_const_practicum.pdf

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High School Pathway Courses - Mechanical, Electrical, and Plumbing	Courses: Fundamentals of Construction, Residential and Commercial Construction I, Residential and Commercial Construction II
Course Descriptions: • Fundamentals of Construction: The Fundamentals of Construction course provides a foundation for careers in the Architecture & Construction cluster by introducing students to various construction fields, outlining career advancement paths, and developing essential skills like safe tool usage, blueprint reading, and mathematical application. Students will begin building their portfolios, showcasing their learning throughout the program. [36] • Residential and Commercial Construction I: Residential & Commercial Construction I builds upon foundational knowledge by exploring the early phases of a construction project, including site layout, foundations, concrete work, framing, and basic electrical systems. Students will gain hands-on experience in these areas while developing essential skills like tool usage, blueprint reading, and mathematical application, all while continuing to build their professional portfolios. [37] • Residential and Commercial Construction II: Residential & Commercial Construction II focuses on the later stages of construction, including roofing, exterior finishes, masonry, and plumbing systems. Students will gain practical experience in these areas, developing skills in areas like roofing, masonry work, and plumbing installation while continuing to enhance their professional portfolios.[38] • Construction Practicum: The Construction Practicum is a capstone course where students apply their construction knowledge in a professional setting, developing problem-solving, communication, and teamwork skills through a significant project. This course emphasizes on-the-job training by assisting students with placements, such as pre-apprenticeships, to gain valuable work experience within the construction industry.[39]	
Potential Materials: iCEV, NCCER, HBI-PACT, Project Lead the Way, Edmentum, eDynamic Learning, Engineering for All, AE3, Tennessee STEM Innovation Network	
High School Pathway Courses - Architectural Engineering & Design [40]	Courses: Architectural & Engineering Design I, Architectural & Engineering Design II, Architectural & Engineering Design III, Engineering Practicum
Course Descriptions: • Architectural & Engineering Design I: The Architectural & Engineering Design I course introduces students to the foundational skills of technical drawing, including freehand sketching and fundamental drafting techniques. Students will explore career paths within architecture and engineering, while developing their design process and communication skills through increasingly complex projects and begin building a portfolio of their work. [41] • Architectural & Engineering Design II: The Architectural & Engineering Design II course focuses on developing and representing design ideas using CAD software. Students will learn to create various types of drawings, including 3D models, and connect these drawings to physical models. They will continue to enhance their portfolio with their design projects and technical	

[36] https://www.tn.gov/content/dam/tn/education/ccte/arch/cte_std_fundamentals_of_cons.pdf
[37] https://www.tn.gov/content/dam/tn/education/ccte/arch/cte_std_residential_commercial_cons_1.pdf
[38] https://www.tn.gov/content/dam/tn/education/ccte/arch/cte_std_residential_commercial_cons_2.pdf
[39] https://www.tn.gov/content/dam/tn/education/ccte/arch/cte_std_arch_const_practicum.pdf
[40] https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-architecture-construction.html
[41] https://www.tn.gov/content/dam/tn/education/ccte/arch/cte_std_arch_eng_design_1.pdf

drawings.[42]

- The Architectural & Engineering Design III course focuses on applying design skills to real-world projects, requiring students to assess project requirements, utilize available resources, and conduct data analysis. Students will employ industry-specific technology to create visual representations of their designs and continue to build their professional portfolios. [43]
- Engineering Practicum: The Engineering Practicum is a capstone course where students apply their engineering knowledge in a professional setting. They develop essential workplace skills, including problem-solving, research, communication, data analysis, teamwork, and project management, while gaining an understanding of professional and ethical considerations within the engineering field. [44]

Potential Materials: Project Lead the Way, Edmentum

High School Pathway Courses - Engineering[45]	Courses: Principles of Engineering & Technology, Engineering Design I, Engineering Design II, Engineering Practicum

Course Descriptions:

- Principles of Engineering & Technology: The Principles of Engineering and Technology course introduces students to fundamental engineering and technology concepts. It emphasizes the engineering design process, enabling students to evaluate existing designs, develop their own solutions, and effectively communicate their findings to others. [46]
- Engineering Design I: The Engineering Design I course provides a foundation for students interested in engineering and technology careers. It covers essential concepts, including engineering disciplines, postsecondary requirements, simple machines, energy, Ohm's Law, and the engineering design process, while emphasizing teamwork and effective communication of design solutions. [47]
- Engineering Design II: Engineering Design II is an applied course that prepares students for postsecondary engineering studies. Students learn key engineering concepts, including ethical considerations, control systems, material properties, and economic analysis, while applying the engineering design process to complete team projects and effectively communicate their solutions. [48]
- Engineering Practicum: The Engineering Practicum is a capstone course where students apply their engineering knowledge in a professional setting. They develop essential workplace skills, including problem-solving, research, communication, data analysis, teamwork, and project management, while gaining an understanding of professional and ethical considerations within the engineering field. [49]

Potential Materials: Project Lead the Way, Edmentum, eDynamic Learning, Engineering for All, AE3, Tennessee STEM Innovation Network

[42] https://www.tn.gov/content/dam/tn/education/ccte/arch/cte_std_arch_eng_design_2.pdf
[43] https://www.tn.gov/content/dam/tn/education/ccte/arch/cte_std_arch_eng_design_3.pdf
[44] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_std_engineering_practicum.pdf
[45] https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-stem.html
[46] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_std_principles_engineering_technology.pdf
[47] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_std_engineering_design_1.pdf
[48] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_std_engineering_design_2.pdf
[49] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_std_engineering_practicum.pdf

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Below is a list of the **cross-cut course** descriptions along with the projected list of materials at the time of application submission:

High School Pathway Courses - Entrepreneurship (Cross-Cut) [50]	Course: Entrepreneurship
Course Descriptions: • The Entrepreneurship course focuses on the discovery and development of new business ideas. Students conduct market research, analyze feasibility, and develop comprehensive business plans, including financial projections and risk assessments. They then refine their plans through presentations and pitches, gaining valuable experience in entrepreneurship.[51]	

Below is a list of the **additional elective** course descriptions along with the projected list of materials at the time of application submission:

Electives	Courses: Spanish I and Spanish II
Course Descriptions: • Spanish I: Introduces students to the fundamental aspects of the Spanish language, focusing on basic vocabulary, essential grammar rules, and simple conversational skills to greet people, introduce themselves, discuss family, hobbies, and daily routines, while also incorporating basic cultural insights about Spanish-speaking countries. • Spanish II: Builds upon the foundation established in Spanish I, focusing on further developing listening, speaking, reading, and writing skills in Spanish by introducing more complex vocabulary, grammar structures, and cultural aspects of Spanish-speaking countries, with an emphasis on practical communication through conversations, reading comprehension, and short written compositions	
Potential Materials: ¡Que Chevere! 1, 2, 3, 4!	

g. Outline the school's strategies to address academic underperformance. Include plans for Response to Instruction and Intervention (RTI²) that align with Tennessee guidelines pursuant to SBE Rule 0520-01-03-.03.

Identification: To promptly and accurately identify students who are at risk, we will implement Tennessee's Response to Instruction and Intervention (RTI2) Framework[52]. We will follow the items below for our students in grades 6–8:

- Universal Screener: We administer a universal screener, Measures of Academic Progress (MAP) in reading and math, to all students at the beginning of the school and subsequently administer it in the winter and spring. In compliance with T.C.A. § 49-1-229, our school will screen for characteristics of dyslexia following the guidelines provided in the TDOE Dyslexia Resource

[50] https://www.tn.gov/content/dam/tn/education/ccte/2025-26_CTE_Career_Cluster_Framework.pdf
[51] https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_std_entrepreneurship.pdf
[52] https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

Guide.[53] In accordance with this guide, the school will have the Minimum Decision-Making Crosswalk for NWEA MAP in grades 6—8 and the Minimum URS Matrix for Early Warning System in grades 9-12.

- Data Analysis: Students scoring below the 10th percentile on initial screenings are flagged and undergo further assessment with a different standardized test (easyCBM) to verify the initial findings. If discrepancies arise between the initial and verification assessments, further data is collected to understand the inconsistencies. When the results from both assessments align, individualized intervention plans are created and implemented for the identified students. Furthermore, weekly grade-level team meetings are held to discuss students exhibiting academic or behavioral concerns. During these meetings, teachers analyze both quantitative data (e.g., assessment results) and qualitative data (e.g., teacher observations) to identify additional students who may require tiered intervention support.
- Data-Based Decisions and Intervention: When data analysis and teacher discussions indicate that a student requires additional support, they are referred to the Data Team. This team includes the Principal, Director of Academics, an Instructional Coach, and a teacher as identified. The Data Team collaborates with the referring teacher(s) to develop a tailored intervention plan for the student. The implemented intervention plan is closely monitored to track the student's progress. The Data Team meets monthly to review the progress monitoring data. Based on this review, the intervention plan may be adjusted, such as increasing the intensity of support, referring the student for specialized evaluations, or transitioning the student to a different level of intervention (e.g., exiting Tier 2 or Tier 3 support).
- Prescribe Interventions: We will prescribe tiered supports to students in need of intervention. See a detailed list below.

For our students in grades 9–12, we will implement a comprehensive Early Warning System as defined in Tennessee's RTI2 Framework, which will inform our identification processes.

- Universal Screeners: We administer a universal screener, Measures of Academic Progress (MAP) in reading and math, to all students at the beginning of the school and subsequently administer it in the winter and spring. In compliance with T.C.A. 49-1-229, our school will screen for characteristics of dyslexia following the guidelines provided in the TDOE Dyslexia Resource Guide. In accordance with this guide, the school will have the Minimum Decision-Making Crosswalk for NWEA MAP in grades 6-8 and the Minimum URS Matrix for Early Warning System in grades 9-12.
- Early Warning System ("EWS") Processes: Our school employs an Early Warning System (EWS) to proactively identify students who may be facing academic or social-emotional challenges. This system integrates data from various sources, including student attendance records, behavioral incidents, and academic performance metrics (grades, assessments). We utilize PowerSchool, our

[53] https://www.tn.gov/content/dam/tn/education/special-education/dys/dyslexia_resource_guide.pdf

student information system, which incorporates EWS functionalities for data collection, storage, and analysis. Students who exceed predefined thresholds in any of these data categories are flagged for further review. This in-depth review involves a more comprehensive examination of their data to determine if they require additional support or intervention services.

- Data Analysis: Students scoring below the 10th percentile on initial screenings are flagged and undergo further assessment with a different standardized test (easyCBM) to verify the initial findings. If discrepancies arise between the initial and verification assessments, further data is collected to understand the inconsistencies. When the results from both assessments align, individualized intervention plans are created and implemented for the identified students. Furthermore, weekly grade-level team meetings are held to discuss students exhibiting academic or behavioral concerns. During these meetings, teachers analyze both quantitative data (e.g., assessment results) and qualitative data (e.g., teacher observations) to identify additional students who may require tiered intervention support.

- Data-Based Decisions and Intervention: When data analysis and teacher discussions indicate that a student requires additional support, they are referred to the Data Team. This team includes the Learning and Language Director, an Instructional Coach, and principal. The Data Team collaborates with the referring teacher(s) to develop a tailored intervention plan for the student. The implemented intervention plan is closely monitored to track the student's progress. The Data Team meets monthly to review the progress monitoring data. Based on this review, the intervention plan may be adjusted, such as increasing the intensity of support, referring the student for specialized evaluations, or transitioning the student to a different level of intervention (e.g., exiting Tier 2 or Tier 3 support).

- Prescribe Interventions: We will prescribe tiered supports to students in need of intervention. See a detailed list below.

Programs and Strategies:

- **Middle School Level (grades 6–8):** Based on our block schedule, we will implement a year-long, 45-RTI block, daily. Students will engage in RTI 2-3 times per week for differentiated instruction. This instruction will support students based on their individual needs. Accordingly, students will receive 45 minutes of enrichment, reinforcement, remediation, and/or intervention. Teachers will utilize a blend of individual and small-group instruction, as well as adaptive computer programs, to provide needed support to students. This is a school-wide period built for intervention, enrichment, guidance, and other student support that is not credit bearing where students may engage.
- **High School Level (grades 9–12):** All students will engage in intervention during a 45-minute class period that has been built into their schedules daily. Accordingly, students will receive 45 minutes of enrichment, reinforcement, remediation, and/or intervention. Teachers will utilize a blend of individual and small-group instruction, as well as adaptive computer programs, to provide needed support to students. This is a school-wide period built for intervention, enrichment, guidance, and other student support that is not credit bearing where students may engage.

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- **Adaptive Computer Programs:** We utilize the following computer adaptive programs during the support systems and structures described above to provide students with individualized instruction and support, as well as monitor their progress.
- **I-Ready**: Accessed across grades 6–8, as well as at the high school level for students below grade level, this adaptive program and progress monitoring tool is mostly utilized to support math, but teachers and students also engage with it for ELA intervention.

h. Explain how the proposed school will meet Tennessee graduation requirements in accordance with State Board Policy 2.103. Detail how students earn credits, how grade-point averages are calculated, the information included on transcripts, and elective courses offered. Describe any additional graduation requirements exceeding those mandated by the State.

Earn Credits:

- Classroom Courses: Students will complete the work per the Tennessee State Standards and successfully pass assessments, as necessary.
- Work Based Learning Credits: A student may earn up to 3 work-based learning credits per year. As a requirement, 1 must be earned through classroom instruction (2 periods per week - period schedule, or 1 block). Students also can earn 1 additional credit with 10 hours of supervised work experience per week: or 2 additional credits with 20 hours per week of supervised work experience.

Grade Point Averages:

At The Forge, Grade Point Averages ("GPA"), will be consistent with Tennessee State Board Rule 3.301. The Grade Point Averages will be calculated on a 4.0 scale using the following grade points and the uniform grading system as a part of the State Policy:

A	90-100%.	4 Points
B	80-89%.	3 Points
C	70-79%.	2 Points
D	60-69%.	1 Point
F	59% and lower	0 Points

To calculate the GPA, for each course, multiply the GPA by the number of course credits. Then, add the quality points earned for all your graded courses, and divide by the number of credits attempted. Students who take dual enrollment courses will experience the addition of 4 percentage points used to calculate the semester average. Students who take Advanced Placement courses will have 5 percentage points added to calculate the semester average.

Additionally, consistent with the State of Tennessee are the following:

- Rounding: If a student earns a GPA with a decimal of 0.5 or higher, it will be rounded to the next whole number.
- Repeated Courses: If a course is repeated, the last grade assigned will be used to calculate GPA.

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Elective Courses: All elective courses offered are listed in the table below. The electives offered are based on the ACE Career Pathways.

While our students will still engage in the identified grading-scale, many CTE electives courses will include competency-based grading. This approach to assessment, directly aligns with The Forge School's focus on project-based learning and career-connected ACE pathways. This allows students to demonstrate mastery in industry-validated skills, assessed through diverse methods such as their presentations or learning and other projects/activities as we have previously articulated. By prioritizing what students can do and providing transparent, skill-focused feedback, competency-based grading enhances student motivation, ensures career readiness, and reinforces the hands-on learning experiences crucial for success in ACE fields.

Transcripts: Every student will have a cumulative transcript on file. Our staff will ensure that transcripts are kept secure and confidential and will include information such as the following: courses taken, credits received, credit attained through credit recovery, grades earned, achievement test results, attendance records, incidents of suspension and/or expulsion, etc.

Graduation Requirements:

At The Forge, the graduation requirements will be consistent with the requirements by the Tennessee Department of Education, with the minimum of earning 22 credits plus students taking the ACT or SAT in the 11th grade. Below shows the possible credits that students can earn which is over the 22-credit minimum. Students will work with their counselor to ensure proper completion of credit work to meet the state requirements. A full list of requirements is below.

SUBJECT / COURSES OFFERED	CREDITS	NOTES
Math: Algebra I, Algebra II, Geometry, Calculus	4	The fourth math course is Calculus as it is a foundation to our career pathway of Architecture, Construction, and Engineering; however, there is other coursework dependent on CTE pathways chosen that may also count towards the fourth math course.
English English I, II, III, IV	4	
Science Biology, Chemistry or Physics	2	
Computer Science	1	Third science credit. Students will have the opportunity to earn CompTIA IT Fundamentals, which is a preferred credential.
Social Studies US History & Geography World History & Geography US Government & Civics / Economics	3	Students must pass the US Civics Test to meet the Social Studies requirement with at least a 70% or higher score.
Physical Education & Wellness	1.5	
Personal Finance	0.5	
World Language Spanish I Spanish II	2	The Forge plans to partner with a school, Aventura, see Letters of Support, to provide a foreign language as a requirement, per the state guidelines. Spanish I and Spanish II will be offered for student participation as Spanish proficiency will enhance communication, collaboration, and business development in the ACE industry with employees and stakeholders. In the event that an alternative is needed, student may engage in Spanish at an institution for local-dual credit or dual enrollment
Fine Arts	0	*The Forge will submit a waiver for Fine Arts Credit (1 Credit). If the waiver is not approved, the Forge will plan to include an Arts class that aligns with the ACE pathways, such as Computer Aided Design, to meet the Fine Arts credit requirement. Students may engage in a local-dual enrollment course.*
Electives • Fundamentals of Construction • Residential & Commercial Construction I Residential & Commercial Construction II • Construction Practicum • MEP Systems	6	Elective courses at the Forge will be achieved through Forge programming and local-dual credit.

• Plumbing Systems, Electrical Systems, and/or HVACs • Architectural & Engineering Design I • Architectural & Engineering Design II • Architectural & Engineering Design III • Engineering Practicum • Principles of Engineering and Technology • Engineering Design I • Engineering Design II • Entrepreneurship		
Total Credits	**24**	

Additional Items
• Students must complete the ACT or SAT by graduation. • Students must enroll in a math course each year of high school. • Students are required to take two years of the same foreign language. • Students take computer education for one full year at some time during their educational career. • Students shall complete an elective focus of no less than three credits. • Students must also take and pass a civics exam with a score of 70. • Students will be required to take state End-of-Course exams. • Students must have satisfactory records of attendance and discipline.

Dual Credit:

The Forge plans to offer the following for our students to earn credits for postsecondary opportunities:

- **Dual credit**: students earning both high school and college credit at the same time in Tennessee.
- **Local Dual Credit:** Partnerships between specific high schools and nearby colleges, where college credit earned is guaranteed to be accepted by the partnership
- **Statewide Dual Credit:** A standardized program established by the state of Tennessee where assessments, or 'challenge exams' may be taken for students to earn college credit earned designed to transfer among all Tennessee public postsecondary institutions.

The Forge plans to partner with Nashville State Community College, Lipscomb, Middle Tennessee State University, Tennessee College of Applied Technology for dual enrollment courses. See below for a chart of potential courses at each of the institutions:

Institution	Coursework Opportunities
Nashville State Community College	- ENTR1600 – Entrepreneurship - CADD1200 - AutoCAD Fundamentals - CADD1650 - REVIT Fundamentals - ARCT1120 - Introduction to Architecture - CIVT1250 - Materials/Methods of Construction - EETC1313 - DC Circuits

	- EETC1314 - AC Circuits - EETC1321 - Electronics I - EETC1322 - Electronics II
Lipscomb University	- CM 1013 - Introduction to Chemistry - BY 1003 - Foundations of Biology - PH1013 - Fundamentals of Physics
Middle Tennessee State University	- BIOL 1030/1031 - General Biology I & Lab - BIOL 1040/1041 - General Biology II & Lab - CHEM 1010/1011 - General Chemistry I & Lab - PHYS 2010/2011 - General Physics I & Lab - SPAN 1010 - Elementary Spanish I - CSCI 1100 - Introduction to Computer Science
Tennessee College of Applied Technology	- AMP 1010 - Career Ready 101 Pre-Test - AMP 1020 - Certified Production Technician - Safety Module and Test - AMP 1030 - Worker Characteristics - Skills to Pay the Bills - AMP 1040 - Career Ready 101 Coursework I - AMP 2010 - Certified Production Technician- Quality Module and Test - AMP 2020 - Career Ready 101 Coursework II - AMP 2030 - NCRC Test - AMP 2040 - Competency Portfolio Build and Presentation - AMP 4010 - Certified Production Technician Maintenance Awareness and Test - AMP 4020 - Practicum/Work-Based Learning - AMP 3010 - Certified Production Technician- Manufacturing Processes and Production and Test - AMP 3020 - Employability Skills
Belmont University	- MAT 1130 - Precalculus - MAT 1210 - Calculus I - ART 1030 - Introduction to Visual Arts

Advanced Placement Courses:

The inclusion of Advanced Placement (“AP”) courses at The Forge School is essential to providing all academically ambitious students with rigorous, college-level coursework and the opportunity to accrue college credit. Offering AP courses may also support The Forge School's academic standing and attract high-achieving learners seeking challenging curricula aligned with national standards, directly supporting their postsecondary goals. Here are course that we may offer as Advanced Placement. *Note: These items will not be finalized until we survey our students and ensure certified teachers for the coursework.*

- **Math**: AP Calculus AB, AP Calculus BC,
- **English:** AP English Language and Composition, AP English Literature and Composition
- **Science:** AP Biology, AP Chemistry, AP Physics 1
- **Computer Science:** AP Computer Science A

Section 1.2 – Academic Focus and Performance Standards

In addition to the expectations set by the Tennessee Department of Education. The Forge will require all graduates to engage in the following:

- Community Service: The community service portion will be led by the Community Partnerships & Operations, Director and include 40 hours total. If a student is with The Forge from the beginning of their secondary careers in 9th grade, they will earn 10 hours per year. This will be supported by the Career and Technical Student Organizations and will support a community organization to solve a problem. *For example: Students may work with an organization in Nashville and design and build mini houses for homeless individuals. By researching homelessness, developing architectural plans, and constructing functional shelters, students gain valuable skills in design, engineering, and construction while fostering empathy and social responsibility. This hands-on learning experience not only provides students with a deeper understanding of societal issues but also allows them to contribute meaningfully to their community by creating practical solutions to address the needs of homeless individuals.*
- Participate in at least four industry aligned connections/events: These events are led and scheduled by our Community Partnerships and Operations Director that will host events across the city with our partners. If needed, students may be eligible for transportation or bus passes to attend.

i. Describe how any additional graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., technical colleges, community colleges, military, or workforce).

As stated above, we will implement the state's graduation requirements according to State Board policy 2.103. As such, we will require that students earn at least 22 credits across the areas. The TN Department of Education has developed the following criteria for Ready Graduates:

- Earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT); or
- Complete four Early Postsecondary Opportunities (EPSOs); or
- Complete two EPSOs + earn an industry credential; or
- Complete two EPSOs + earn a score of 31 on military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)

By offering these diverse pathways, the criteria ensure that students with various strengths and interests can demonstrate their readiness for postsecondary success, whether it be college, the military, or a skilled trade. We know that at The Forge, students will approach their Ready Graduate status starting in Middle School and are inherently included in our curriculum and executed in our educational pathways. At the Forge we consider this Career Connected Ready Graduate programming.

Lastly, as described in the application, a key characteristic of our academic plan is an embedded curriculum that supports our Architecture, Construction, and Engineering pathways, which will provide all students with hands-on and real-world applicable context to their academic work aligned to Tennessee Academic Standards. Additionally, our focus on ACE will help ensure students develop the skills and knowledge that will prepare them to meet the demands of post-secondary opportunities, whether it is in

the classroom or on a jobsite. All students will have access to the general education curriculum, and all courses will be taught at the college preparation level.

Additionally, per the State Board policy, students will also be required to take state End-of-Course exams, complete the ACT or SAT prior to graduation, and have satisfactory records of attendance and discipline; all support postsecondary readiness.

j. Outline the systems or structures the proposed school will use to support students at risk of dropping out and/or not meeting graduation requirements.

The following systems and structures will support students at risk of dropping out and/or not meeting graduation requirements at The Forge:

1. **Early Identification:** We will use Early Warning System (EWS) processes, which include the collection of multiple sources of data. In alignment with guidance outlined in the TDOE's RTI2 Manual, the EWS will include an attendance indicator, a behavioral indicator, and academic competency indicator. Students who pass certain thresholds are identified for further data review and potential identification of being at risk.
2. **Career & College Counselor:** The school Counselor is responsible for tracking and making recommendations about student attendance, truancy, and transcript data. The Counselor will ensure students are on track to matriculate/graduate through regular reviews of transcripts and attendance data. Additionally, the Counselor will help students in developing their post-secondary goals and plans, serving as a resource from their first high school days.
3. **Mentor Culture:** Mentorship is embedded in the culture. For The Forge, it's more than just having a formal mentoring program; it's about fostering a mindset where knowledge sharing, guidance, and support are seen as essential for personal and professional growth. By offering guidance and exposing students to new experiences, mentors can help reduce risky behaviors and broaden their horizons, ultimately enabling them to reach their full potential. Our mentors will be from our industry fields and industry partners, which also make a long-term connection to overall outcome for our students within their pathways.
4. **School Environment:** The culture at The Forge will be intentional to build relationships within cohorts and amongst cohorts. As discussed in the application, students will have multiple levels of mentoring. This connection builds strong relationships that provide emotional support and encouragement. When students feel supported by their teachers and peers, they are more likely to seek help when needed and persevere through academic challenges.

k. Describe plans for incorporating early post-secondary (EPSO) and work-based learning (WBL) opportunities for students. Detail the funding sources for the school's EPSO and WBL programming and describe the physical location these opportunities will be offered.

Based on our mission and vision, students will be earning EPSO credit and engaging in Work Based Learning opportunities throughout their 6-12 journey at The Forge. Here are examples of Work-Based Learning Activities that students will engage in:

- Job shadowing
- Industry tours
- Guest speakers
- Career fairs
- College tours
- Career mentors
- Service learning
- School-based enterprise
- Paid/unpaid internships
- Pre-apprenticeship/apprenticeships

The opportunities for students that have been incorporated are due to established post-secondary partners including:

- Nashville State Community College
- Tennessee College of Applied Technology Nashville
- Lipscomb University
- Belmont University
- Middle Tennessee State University

Our students will engage in internships, work-based learning, and job shadowing with our industry partners. A full list can be found in Section 1.4.

I. Identify each type of high school diploma that will be offered at the proposed school.
Diploma types and requirements are established in SBE Rule 0520-01-03-.06 and SBE Policy 2.103.

As described in State Board Policy 2.103, The Forge will have the following diplomas: Traditional Diploma, Occupational Diploma, Alternative Academic Diploma, Special Education Diploma.

Traditional Diploma:
Students who receive the traditional diploma will:

- Earn at least 22 credit hours
- Complete their computer science course
- Participate in the ACT, SAT, or other eleventh (11th) grade postsecondary readiness assessment as determined by the Commissioner, unless the student qualifies for a limited medical exemption as defined by the Department
- Have a satisfactory record of attendance and discipline
- Pass the civics test

Students who have IEPs and receive special education services will have equal opportunity to earn a traditional diploma. To this end, any student who satisfies the requirements for a traditional diploma will receive one. In the event that a student who receives special education services and has an IEP does not satisfy the requirements for a traditional diploma, the student may earn an occupational diploma.

Occupational Diploma:
At the conclusion of their fourth year of high school if they meet the following criteria outlined in State Board policy 2.103[54]. Below outlines the occupational diploma criteria:

- Received special education services or supports and made satisfactory progress on an individualized education program (IEP)
- Did not meet the requirements for a traditional high school diploma
- Have satisfactory records of attendance and conduct
- Have completed the occupational diploma Skills, Knowledge, and Experience Assessment (SKEMA) created by the TDOE
- Have completed two years of paid or non-paid work experience

Students who receive the occupational diploma may continue to work toward a traditional high school diploma through the end of the school year in which they turn 22 years old.

Special Education Diploma: Per State Board Policy 2.103, a special education diploma shall be awarded at the end of the fourth year of high school to students with disabilities who have:

- Received special education services, made satisfactory progress on their IEP
- Not met the requirements for a traditional high school diploma
- Have satisfactory records of attendance and conduct.

Students who obtain the special education diploma may continue to work toward a traditional high school diploma through the end of the school year in which they turn twenty-two (22) years old.

Alternative Academic Diploma:
Per State Board policy 2.103[55], students with the most significant cognitive disabilities may be eligible for an Alternate Academic Diploma in Tennessee. To qualify, students must meet the following criteria:

- Participation in alternate assessments.
- Earning 22 credits.
- Receiving special education services.
- Demonstrating satisfactory attendance and conduct.
- Completing a transition assessment.

Students pursuing the alternate academic diploma (AAD) may be enrolled in their courses using the AAD course codes and taught according to the AAD course requirements[56]. Students who earn an Alternate Academic Diploma remain eligible for special education services until they receive a traditional diploma or turn 22 years old.

[54] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2023-sbe-meetings/august-4%2c-2023-sbe-meeting/8-4-23%20IV%20K%20High%20School%20Policy%202.103%20Clean%20Revised%20at%20Meeting.pdf
[55] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2023-sbe-meetings/august-4%2c-2023-sbe-meeting/8-4-23%20IV%20K%20High%20School%20Policy%202.103%20Clean%20Revised%20at%20Meeting.pdf
[56] https://www.tn.gov/education/families/student-support/special-education/special-education-tools-resources.html

Section 1.2 – Academic Focus and Performance Standards

Course Code	Course Name	Credit Weight
S25H05	AAD Work-Based Learning[57]	1
S02H01	Alternate Academic Diploma - Algebra II	1
S03H01	Alternate Academic Diploma - Earth & Space Science	1
S04H03	Alternate Academic Diploma - Economics	.5
S01H00	Alternate Academic Diploma - English I	1
S01H02	Alternate Academic Diploma - English III	1
S01H03	Alternate Academic Diploma - English IV	1
S02H02	Alternate Academic Diploma - Geometry I	1
S02H03	Alternate Academic Diploma - Mathematical Reasoning for Decision Making	1
S25H02	Alternate Academic Diploma - Personal Finance	.5
S03H00	Alternate Academic Diploma - Physical Science	1
S25H00	Alternate Academic Diploma - U.S Government & Civics	.5
S04H01	Alternate Academic Diploma - U.S. History & Geography	1
S04H00	Alternate Academic Diploma - World History & Geography	1
S02H00	Alternate Academic Diploma- Algebra I	1
S03H02	Alternate Academic Diploma- Biology I	1
S01H01	Alternate Academic Diploma- English II	1
S01500	Alternate Assessment (AAD) English Language Arts Grade 5	0
S01600	Alternate Assessment (AAD) English Language Arts Grade 6	0
S01700	Alternate Assessment (AAD) English Language Arts Grade 7	0
S01800	Alternate Assessment (AAD) English Language Arts Grade 8	0
S02500	Alternate Assessment (AAD) Mathematics Grade 5	0
S02600	Alternate Assessment (AAD) Mathematics Grade 6	0
S02700	Alternate Assessment (AAD) Mathematics Grade 7	0
S02800	Alternate Assessment (AAD) Mathematics Grade 8	0
S03500	Alternate Assessment (AAD) Science Grade 5	0
S03600	Alternate Assessment (AAD) Science Grade 6	0
S03700	Alternate Assessment (AAD) Science Grade 7	0
S03800	Alternate Assessment (AAD) Science Grade 8	0
S04500	Alternate Assessment (AAD) Social Studies Grade 5	0
S04600	Alternate Assessment (AAD) Social Studies Grade 6	0
S04700	Alternate Assessment (AAD) Social Studies Grade 7	0
S04800	Alternate Assessment (AAD) Social Studies Grade 8	0

It's important to note that the Forge IEP team will play a crucial role in determining the most appropriate diploma option for each student.

[57] AAD Work-Based Learning is only available for students who are working towards an alternate academic diploma (AAD) and are unable to meet Work-Based Learning: Career Practicum course standards with appropriate accommodations and supports. This course is intended as a capstone course aligned to the student's focus area of study and/or postsecondary employment goal.

Section 1.2 – Academic Focus and Performance Standards

Honors & Distinctions

Students will graduate with honors, distinctions, and/or recognitions as described in State Board policy 2.103, including but not limited to, Tennessee Tri-Star Scholar, seal of bi-literacy, district distinction, and state distinction.

Industry 4.0 Diploma Distinction

Additionally, as supported by our mission, students may earn The Industry 4.0 Diploma Distinction[58] which is a diploma distinction that allows students to pursue a career in a high-need, high-skill industry while in high school, as outlined in T.C.A. § 49-6-420. Students who earn the Industry 4.0 Diploma Distinction will complete at least nine dual enrollment or work-based learning (WBL) credits aligned with their career goals. Students will have the option to substitute a WBL or dual enrollment credit, as approved by the State Board of Education in Graduation Substitutions Policy 3.103 for one math credit and one science credit.

By the end of the student's senior year, the student must earn at least nine credits of dual enrollment or WBL, meet no less than once per month during the school year with a career counselor, and fulfill all other graduation requirements to earn the Industry 4.0 Diploma Distinction.

[58] https://www.tn.gov/content/dam/tn/education/ccte/wbl/Industry_4-0_Diploma_Distinction_1-Pager_Final.pdf

Section 1.3 – Assessments

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

a. **Detail formative and/or summative assessments the school will utilize to determine the academic needs of individual students and student sub-groups. Explain how these assessments align with the school's academic plan and state standards. Detail the frequency and cadence of these assessments and identify the faculty and staff responsible for administering them.**

The Forge Calibration is the culmination of our unique assessment model. The Forge employs a varied and comprehensive set of data sources to best inform instruction and offer students the opportunity to be active participants in their learning and growth. Data is the cornerstone of all instructional decisions and gathered through observation of daily/weekly work, unit exams, student projects, analysis of interim assessments, and utilization of state and nationally normed assessments. In addition to those best practices of student assessment, The Forge Calibration approach offers several unique measures of student progress that leverage student voice including Presentations of Learning, an annual student-centered assessment where students actively demonstrate their understanding by presenting to a panel audience with feedback and dialogue; Discovery Journals - student journal used for self-reflection and self-discovery, focusing on "durable skills" through prompts, qualitative data, and quantitative data, with regular entries, 1:1 advisor meetings, and a scoring rubric for progress tracking and goal setting year over year; Student Blueprints - portfolios aligned with the Tennessee Department of Education's Work Based Learning Components, where students document mastery of standards and showcase their skills to potential employers. See below for a breakdown in the Forge Calibration.

THE FORGE CALIBRATION (Internal Assessments)				
ASSESSMENT	**PURPOSE**	**STUDENT SUBGROUP**	**FREQUENCY & CADENCE**	**PERSON RESPONSIBLE FOR ADMINISTERING**
Benchmark Assessments	To ensure students are mastering the standards and content taught throughout the curriculum. Gauges student proficiency.	All	Every 6 Weeks	Classroom Teacher
Informal Classroom Assessment	Collect data during lessons to identify real-time instructional adjustments.	All	Daily	Classroom Teacher
Mid-Year	Determine sets of academic standards have been taught through each course's corresponding curriculum.	All	Middle of Course	Classroom Teacher
Final Exams	Determine sets of academic	All	End of	Classroom Teacher

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	standards have been taught through each course's corresponding curriculum. Contribute to course credit determinations.		Course	
Curriculum-Embedded Assessments	Integrates evaluation into regular coursework, using authentic tasks to measure student learning and provide ongoing feedback. Items will include Collaborative Constructs.	All	Ongoing with Pace of Units	Classroom Teacher
Industry Credential Exams	Standardized test that assesses an individual's knowledge and skill in a specific area	All	Varied	Varies (industry partner, testing center, or classroom teacher)
Presentation of Learning	Student-centered assessment where students actively demonstrate their understanding and present to an audience.	All	End of Year	Forge Forum Advisor
Discovery Journals	A student journal used for self-reflection and self-discovery, focusing on "durable skills" through prompts, qualitative data, and quantitative data, with regular entries, 1:1 advisor meeting, and a scoring rubric for progress tracking.	All	Ongoing / Quarterly	Forge Forum Advisor
Student Blueprint	Student Blueprints are portfolios that are aligned with the *Tennessee Department of Education's Recommended Work Based Learning Portfolio Components*[59], in which students will utilize their portfolios to "...to document mastery of course standards for credit and	All	Ongoing	Forge Forum Advisor

[59] https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_portfolio_components_suggested.pdf

	showcase their skills to potential employers."[60]			

Content-based instructional coaches create all benchmark assessments to ensure that every test aligns with the standards and accurately gauges students' levels of proficiency and progress toward mastery of standards.

In addition to internal assessments, as listed above, we will administer the following state-mandated assessments:

THE FORGE CALIBRATION (External Assessments)				
ASSESSMENT	**PURPOSE**	**STUDENT SUBGROUP**	**FREQUENCY & CADENCE**	**PERSON RESPONSIBLE FOR ADMINISTERING**
TCAP	Students engage in ELA, Math, Science, Social Studies, and TCAP Writing as a part of state-mandated assessments.	6 – 8th Grade Students	1 x / year	Trained Test Administrator (Classroom Teacher)
NAEP	8th grade students may participate in NAEP in various subjects as assigned.	8th Grade	Periodically, as assigned	Trained Test Administrator (Classroom Teacher)
WIDA ACCESS	Assesses students' English proficiency in listening, speaking, reading, and writing,	EL Learners	1 x / year	Trained Test Administrator) Certified Language Specialist
Progress Monitoring	To determine if instruction or interventions are effective in helping a student achieve their learning goals. This supports our RTI2 Program. Tier I: Monthly Tier II: Bi-Weekly Tier III: Weekly	All Students	Regularly (see purpose)	Teacher and/or interventionist
MSAA	Used in place of the general statewide assessments (like TCAP in Tennessee) for this specific	Students with significant	1 x / year	Trained Test Administrator (Special Education

[60] https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_implementation_guide.pdf

	population of students	cognitive disabilities (6-8, 11th)		Teacher)
TCAP EOC	Students engage in TCAP EOC for courses including English I/II, Algebra I/II, Geometry, Biology, U.S. History. Assessments count as a part of the final grade.	9-12	End of Course	Trained Test Administrator (Classroom Teacher)
ACT/SAT	Required for graduation requirements and regular/honors diploma. Students can take the ACT up to 12 times total ("Lifetime Limit").	11th Grade	1-2 x / year	Proctored Personnel (Classroom Teacher)
U.S. Civics Test	Students must pass a civics test with a score of 70% or higher as a graduation requirement sometime during their high school career (grades 9-12)	9-12	Until passed	School Personnel (Government/Social Studies Teachers)

As listed in the two charts related to "The Forge Calibration", most assessments will be administered by our classroom teachers and/or school support staff. While this is necessary for execution, roles for oversight of correctly executed responsibilities are listed below:

- The Building Test coordinator will engage in all necessary training from the LEA, or other source, and then ensure all staff members are trained as test administrators and/or proctors at The Forge. They will be responsible for all oversight and coordination of TCAP, ACT/SAT, and NWEA MAP. The Building Test Coordinator will be identified in Years 1 and 2 by the Executive Director, in Years 3 and beyond, the Building Test coordinator will be the College and Career Counselor in Year 3.
- For our other internal assessments, our Upper and Lower School principals will develop the testing plans and provide professional development to staff.

For specialized assessments such as WIDA or Alternative assessments, the Building Test Coordinator and/or Upper and Lower School Principals will collaborate with our Language and Learning Specialists in Year 1; and our Director of Learning and Language Support beginning in Year 2. Additional information can be found in Section 1.8).

b. Describe the plan to collect and analyze academic data to ensure individual students make academic progress throughout the year. Explain how these plans will drive professional development for faculty and staff.

The Forge will employ a varied and comprehensive set of data sources to best inform instruction. Through observation of daily and weekly work and assessments, analysis of interim assessments, and

utilization of nationally normed assessments, we will ensure that student deficits are identified, and plans are created to address them.

Data will be the cornerstone of all instructional decisions at our school. By administering a variety of assessments throughout the year through our Forge Calibration, we will gain a precise understanding of individual student and subgroup proficiency and progress. Regular analysis of assessment results will pinpoint the needs of individual students, teachers, and the school as a whole. For instance, after each benchmark assessment, teachers will analyze student performance to inform subsequent instructional plans. Benchmark data will also guide student grouping and the focus of potential tutoring programs, with students requiring additional support being assigned to targeted tutoring sessions during the school day or after school. Furthermore, during data meetings, instructional coaches will collaborate with teachers individually to set instructional goals and establish targets for upcoming benchmarks based on student performance.

To support our staff in effectively utilizing data, we will provide comprehensive professional development on data-driven instruction ("DDI") and our data platform PowerBI, which is supported by both staff and student use of Microsoft365 and will connect with PowerSchool. We will also leverage achievement data to identify and address professional development needs for our teachers. Moreover, our teacher evaluation model, TEAM, incorporates student achievement and growth data as key performance indicators.

Here is The Forge's typical data cycle that the upper and lower school will use with their teachers, along with examples of implementation at The Forge:

DATA COLLECTION	Gather Data including formative, summative, standardized, student portfolio samples, surveys, and teach observations. See above for the types of assessments that will be used at the Forge.
DATA ANALYSIS	Organize data in a clear and accessible format. Our main data platform is still to be determined; however, we will also engage with data walls and other spreadsheets as available. This will also allow for comparison of student performance against benchmarks, student sub-groups, and look for potential student learning gaps and/or needs. Data analysis will happen in different layers: Executive Director/Academic Committee, Instructional Leadership Team, Grade-Level Cohorts, and Individual Teachers.
DATA INTERPRETATION	Discuss findings and draw conclusions to engage in discussion, determine potential implications, and highlight more specifically where students are struggling and excelling. Data interpretation will follow the same as Data Analysis for the different types of review.
ACTION PLANNING	Develop an Action plan that is SMART based on the data analysis, develop and implement interventions as necessary for students, adjust instructional strategies and/or resources for students and implement any professional development needs, as necessary. While the school will have overall goals for the year, SMART goals will be executed at different leadership levels for specific adjustments throughout the course of the year.

Section 1.3 – Assessments

IMPLEMENTATION AND MONITORING	Implement the planned interventions and instructional adjustments and monitor student progress to identify the effectiveness of the intervention or change. Collect and analyze new data.
COLLECT AND ANALYZE NEW DATA.	The cycle begins.

As a part of our overall analysis and data driven decision making, we will review data to ensure an accurate picture of student performance. Rather than just looking at overall averages, we will review student subgroups to make informed decisions. The subgroups we will disaggregate include, but may not be limited to:

Category	Subgroups
Race/Ethnicity	White, Black/African American, Hispanic/Latino, Asian, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and Two or More Races
Economically Disadvantaged	Students identified as eligible for free/reduced price lunch.
Students with Disabilities	Students who have an active IEP.
English Learners	Students who have been identified as having limited English proficiency.

The groups that have been identified above, and where The Forge plans to analyze our data align with the federal requirements under the Every Student Succeeds Act ("ESSA"). Other subgroups may include but is not limited to gifted, migrant, homeless, and foster care.

Here is how/why we will look at subgroup data:

- **Identifying disparities.** This may allow for us to identify which groups are not being served equitably and to better understand the challenges that a particular subgroup may face.
- **Targeted support and intervention.** The Forge can develop and implement tailored strategies and interventions which will ensure that we are utilizing our resources where it will maximize impact on student learning.
- **Close achievement gaps.** Identify and ultimately close the achievement gaps that exist between different subgroup populations.
- **Inform instruction.** Ensure that our teachers understand performance patterns within subgroups so they can be meeting diverse learning needs of students.
- **Ensure accountability**. Identify areas for improvement and align with the TDOEs standards for student growth, including the highest need subgroups as a part of the State Report Card.

c. Describe the training and support that school leadership and teachers will receive to analyze, interpret, and use performance data to improve instruction.

Training and Support

Section 1.3 – Assessments

The Forge will prioritize the use of performance data. As outlined in the Professional Development section, school leaders and teachers will receive ongoing training in data analysis protocols and best practices. Training and Supports are listed below:

Instructional Leaders:

To develop The Forge's instructional leaders in their data analysis, we will leverage training, and potential coaching, from national organizations, such as Teach Like a Champion, the National Institute for School Leadership (NISL), or the Wallace Foundation. These programs provides executive development focused on data-informed decision-making to drive instructional improvements and equitable outcomes for students.

To foster collaborative data analysis as an instructional leadership team, the instructional leadership team – led by the Executive Director, will, establish clear data analysis protocols and expectations. Through a regular meeting cadence for all-school data reviews, the team will deep dives into student performance, attendance, and other key indicators. From our meetings we will use our data tool to establish dashboards and define a clear process for translating data insights into actionable strategies as a part of our coaching sessions with teachers and plan our overall professional development sessions. We will also plan to assign specific subgroups to different leadership team members for focused analysis and any next steps.

Teachers:

The initial training on analyzing, interpreting, and using performance data will occur during Summer Professional Development. During summer professional development, teachers will receive training on how to use The Forge's data tools and resources that are pre-built from data analysis within platforms (i.e. NWEA MAP), such as student performance reports. Additionally, teachers will learn to analyze and interpret various academic data points and develop strategies for leveraging this data to improve instruction and establish protocols and tracking systems for effective data utilization.

During the school year, teachers will refine their data analysis skills through a collaborative approach. This will include grade-level team meetings, professional development days, and dedicated data analysis meetings supported by the instructional team and our industry partners. Our Program Advisory Committee will play a key role by reviewing data and helping us identify gaps in our CTE programming. In addition, industry partners will serve as mentors to our teachers, supporting their efforts to embed relevant industry trends within the curriculum.

Teachers will also receive personalized support in data analysis from a dedicated instructional team member as a part of their weekly coaching. During these sessions, instructional leaders and teachers will collaboratively review data and create SMART goals for student improvement.

Here is a list of our instructional team and how they will support teachers within data analysis:

Section 1.3 - Assessments

Role	Purpose for Support
Executive Director	• Champions data-driven culture to ensure success for all students, including our subgroup populations • Leads the instructional leadership team through analysis and training • Allocates resources (time, PD, tech). • Ensures alignment with strategic goals. • Provides system-level data context.
Upper/ Lower School Principal	• Drives school-level implementation, including training • Creates time for collaborative data analysis (PLCs). • Models effective data questioning. • Connects data to instructional strategies. • Fosters a culture of inquiry. • Ensures access to relevant data.
Learning & Language Support, Supervising Director (Year 2)	• Specializes in data for diverse learners (EL, SWD). • Helps interpret data for differentiation and accommodations. • Facilitates collaboration among different educators. • Offers training on specific data tools for diverse learners.
Instructional Coaches (Year 3)	• Works directly with teachers on data. • Models Data Analysis by Showing how to interpret data sources. • Drives Data-Driven Instruction, turning data into instructional changes • Supports teachers with use of data tools. • Leads data talks in PLCs. • Assists with SMART learning goals. • Observes and advises on data-informed teaching. • Content-Specific Data Support

Use of Data to Improve Instruction

Teacher Evaluations: As outlined in the Personnel/Human Capital section, we will implement TEAM as our teacher evaluation model, which calls for the use of student academic achievement and growth data when calculating teachers' effectiveness scores.

Section 1.3 - Assessments

Professional Development: Embedded within the data analysis process is the identification of professional learning needs, which informs professional development topics, the focus of PLCs, and personalized coaching depending on the trend level of the identified need. All is described above, or more information may be found in Section 2.5: Professional Development.

Identify Student Needs: By analyzing assessment data, prior performance, and subgroup data, we gain understanding of individual and collective learning gaps, enabling targeted support and differentiated approaches from the outset.

We recognize that we will have approximately 42% of students fall into the economically disadvantaged subgroup. In addition, we acknowledge that at least 14% of our student population will be students with disabilities, and 18% of the population will be ELL learners. Therefore, our data analysis will follow the same protocol, however, review of data will be compared to goals outlined in students IEP plans and/or ILP plans by the Executive Director (Year 1), Supervising Director of Learning and Language Support (Year 2), Learning Specialists, and Language Specialists.

Monitor Student Progress: Regularly analyzing progress monitoring data provides a clear view of individual and group growth towards SMART goals, and any necessary adjustments to individual or class-wide learning

Enhance Curriculum and Resources: Analyze student and teacher performance to identify any curricula weaknesses and/or evaluate resource effectiveness to ensure success in meeting benchmarks and SMART goals.

Section 1.4 – School Calendar and Schedule

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

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

See **Attachment A** for the proposed academic calendar. While this is the proposed calendar, The Forge is committed to ensuring compliance with its authorizer and the State of Tennessee. If necessary, the Forge team will work to adjust reach compliance during the pre-opening year.

b. Provide the proposed school's detailed daily schedule by grade as Attachment B. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.

See **Attachment B**. While this is the proposed schedule, The Forge is committed to ensuring compliance with its authorizer and the State of Tennessee. If necessary, The Forge team will work to adjust reach compliance during the prep-opening year.

c. Explain why the academic calendar and schedule will be optimal for student learning. Summarize plans to provide time within the daily schedule for tiered interventions, enrichment, tutoring, and other academic activities.

Extended School Year

Research shows extended school days, and an extended school year led to higher levels of achievement in literacy and math, as well as increased socio-emotional growth. In addition to this, we know at The Forge, we also have a unique structure of work-based learning, industry partnerships, and job shadowing that we want to ensure we have time for. We have allotted 188 instructional days towards our academic program - eight (8) more than what is required by the Tennessee Department of Education.

Schedule

While we understand that the modified block schedule proposed depends on careful planning and implementation, we believe that the factors of benefit will increase student achievement and set our students on a path to their industry completion. As noted in **Attachment B**, students will engage in their literacy and numeracy courses year-round for consistency, allowing for a higher level of skill mastery and the opportunity for additional targeted support. This will also prevent knowledge gaps by the absence of a core course.

For Forge students we believe that the longer class periods will allow for more in-depth exploration of topics and longer work-time for our project-based learning. In alignment, we believe that students will have a longer time with the instructional materials, which allows for more personalized support and better retention of the information. For Forge teachers, longer class periods may allow for more robust lessons,

the ability to form greater relationships with students, and, when not teaching, enhanced planning periods for development and collaboration.

Related to The Forge's mission, the flexibility in reimagining our time allows for better scheduling of our job shadowing, internships, and work-based learning opportunities. We want to maximize student's ability to engage in individualized programming and support. To do that we must coordinate our school schedules with our partners to increase student access and create a system that is flexible to adjust.

TIERED INTERVENTIONS	We will implement Tennessee's RtI2 framework to identify and support students who are at-risk of academic failure to ensure that they receive effective interventions that close gaps, bring them to grade level, and allow them to gain proficiency in core ACE pathways. An effective RtI2 program will ensure that our students are able to realize their path to an ACE Career. In alignment with the TDOE's framework guidance, we will implement a robust Early Warning Indicator system. The data will inform tiered interventions as described below (and comprehensively detailed in the Special Populations section): ● Tier 1 – All Students: All students will receive high-quality, rigorous, standards-based core instruction, which will be delivered using research-based techniques and strategies. On-going data analysis will be an embedded practice and will inform the provision of Tier 1 instruction, including creating small groups of students, incorporating Universal Design for Learning strategies, providing scaffolded instruction, deciding on instructional approaches, and informing reteaching plans. According to research, effective Tier 1 instruction generally meets the needs of 80-85% of students. ● Tier 2 – Some Students: In addition to receiving Tier 1 core instruction, students identified as needing additional support and being at-risk of academic failure will receive Tier 2 intervention through push-in and/or pull-out small-group support. Generally, between 10-15% of students require Tier 2 support. ● Tier 3 – Few Students: Students who do not demonstrate sufficient progress after receiving Tier 2 intervention will be provided with more intensive Tier intervention, which will be provided to students individually in conjunction with Tier 1 core instruction. If the percentages of students falling within each tier of instruction differs significantly from the information previously stated, the RtI2 team will look first to improve Tier I instruction to ensure that students are successfully accessing core content. *All students are scheduled for a Tier III intervention block (45-minutes), daily.*
ENRICHMENT	Like students who need intervention support, students who require enrichment will use the time embedded in schedules for learning. Additionally, our schedule will afford students ample opportunity to take rigorous, college-level courses. As discussed, students can take dual-enrollment courses, which will provide students

	with an array of enrichment opportunities. Students will participate in dual enrollment on campus and virtually, depending on the courses taken.
TUTORING	The time embedded into extended blocks will also be utilized to provide tutoring to students who do not require intensive tiered interventions but need extra assistance in understanding an academic concept or skill. In addition, students will attend their Forge Forum block. Among the activities that will be completed during Forum, there is time for tutoring.

Forge Forum

Forge Forum is an advisory embedded in students' schedules daily. Here is what will be supported as a part of this time in student's daily schedules.

Community*:*

Forum: All students are cohorted with the same small group of peers throughout their four-year experience at The Forge. Through this close-knit community, students support each other through their middle and high school experiences while building lifelong relationships.

Student Advisors: Just as important as peer-to-peer support, a student's advisor will be assigned at the start of their journeys to continue a life-long relationship. Their advisor will use guided activities, as well as open-ended exploration and projects with students to cultivate their own identity, interests, and career goals. Through a 1: 1 relationship cultivated over six-years; a student's advisor will help the student personalize their Forge experience. Students thrive when they have close relationships with adults who believe in their potential, hold them to high expectations, and mentor them through the steps necessary to achieve success.

Peer Mentors: Our advisory periods will also be used for student mentoring. Each cohort will be paired with another cohort for peer-to-peer mentoring. As students grow within The Forge programming, they will continuously build on their personal knowledge and skills and can now serve as a mentor to share in alignment with students' academic and life goals. Here is an overview of how mentoring cohorts will be assigned.

Mentee	Mentor
6th Grade	9th Grade
7th Grade	10th Grade
8th Grade	11th Grade
9th and Incoming Students	12th Grade

Reflection: Our advisory time is also a time for reflection. Students in 6th through 12th grade need a time that encourages them to be self-aware. With this, it will allow them to identify their strengths, weaknesses, areas of improvement, how to take ownership, and improve their performance. It also is a time for students to actively analyze and learn from their experiences to set goals for future improvement. During advisory there are two main forms of reflection: Discovery Journals and Portfolios.

Discovery Journals: Throughout advisory students will participate in Discovery Journals. Discovery Journals are a tool for self-reflection and self-discovery. The journal will be organized for students to respond to prompts related to the durable skills teachings, and house qualitative and quantitative data, both academically and culturally. Students will actively engage with their discovery journals at least 2 times per week. Each quarter, students will take a set-up back and have a 1:1 reflection with their advisors. During the 1:1, both advisors and students will score using the "Forged Pathway Rubric" and come together to discuss areas of similarity, differences, and the Forged Pathway, or plan for the quarter ahead.

The Student Blueprint: Our Student Blueprint is our student portfolios are aligned with the *Tennessee Department of Education's Recommended Work Based Learning Portfolio Components*[61], in which students will utilize their portfolios to "...to document mastery of course standards for credit and showcase their skills to potential employers."[62] Portfolios will begin in 6th grade and run through 12th grade. Within the portfolios students will include the following:

- Career Development Materials: High School and Beyond plan; resume; applications for employment, studentship, and postsecondary education; recommendation letters
- Documentation of Progress: Select Discovery Journal entries, evidence of increased responsibility of tasks, timeline of task completion and explanations of how the work has become more complex
- Work Samples: Images of work products, videos of student work, physical work samples
- Writing Samples: Select Discovery Journal entries, spotlighted writings from English Classes; written explanation of work samples that have been included
- Projects: Project Based Learning from classrooms, along with Presentation of Learning materials; any other comprehensive projects that cover multiple standards and durable skills
- Assessments: Student Self-Assessment of Skills, supervisor evaluations, standard-based classroom teacher assessments, Advisor 1:1 Step-Backs

[61] https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_portfolio_components_suggested.pdf

[62] https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_implementation_guide.pdf

Durable Skills Development: Forge Forum, which is a robust Advisory period, will be used to teach Durable Skills, as the time will be used for students to learn how to navigate the complexities of a professional workplace and to communicate effectively with a wide range of adults. In the previous section Durable Skills have been discussed and what they will look like at The Forge School.

Industry Highlights: Students travel together in advisory to explore a wide range of workplaces, reflect on their careers, and learn from adults representing a diversity of career fields. This is a specific time that has already been embedded in the schedules to ensure there is not lost instructional time in other class periods. As part of our industry highlights, we expect that following:

Presentation of Learning:
During advisory students will practice and participate in their Presentations of Learning, which is the exhibition of the Project Based Learning from core instruction. The Presentation of Learning is required for students to present their learning to an audience, in order to prove that they are ready to progress. The Presentations of Learning will showcase the student's academic content knowledge and application, along with the student's reflection on their social and personal growth, with heavy emphasis on durable skills. Both the advisor and the student will score their Presentation of Learning on a Rubric. This rubric will be a part of the Student's Portfolio, as discussed above, to use in reflection and measure growth and progress both academically and socially.

d. Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming the proposed school will offer. Detail when these activities will start, their frequency, and their funding sources.

The Forge will offer Career and Technical Student Organizations ("CTSO") as co-curricular activities as student-focused programming. Co-curricular activities play a vital role in enhancing the effectiveness of our ACE pathway programs in Tennessee. By providing students with opportunities to apply their knowledge and skills, these activities contribute to their overall development and prepare them for success in the workforce.

The Forge School will offer the following CTSOs to support the Career Clusters identified:

PATHWAY	CTSO CO-CURRICULAR ACTIVITY	STARTING TIME	FREQUENCY	FUNDING SOURCE
STEM	Future Business Leaders of America ("FBLA")	- Forge Forum - Extended Lunch - Class Times	At least 4x per month	TISA Funding
Advanced Manufacturing, Architecture &	SkillsUSA	- Forge Forum - Extended Lunch - Class Times	At least 4x per month	TISA Funding

Construction, STEM				
Advanced Manufacturing, Architecture & Construction, STEM	Technology Student Association ("TSA")	- Forge Forum - Extended Lunch - Class Times	At least 4x per month	TISA Funding

Here is a brief description of each of the CTSOs:

- Future Business Leaders of America: FBLA provides students with opportunities to develop essential business skills like communication, problem-solving, leadership, and teamwork through competitive events, leadership roles, and community service projects
- SkillsUSA: SkillsUSA provides opportunities to develop essential workplace skills, compete in skill-based contests, and explore career options
- Technology Student Association: TSA provides a platform for students to develop and showcase their skills in various STEM fields through competitions, projects, and leadership opportunities.

Students will participate in the CTSOs during some class-times that may be related to the CTE course programming, during Forge Forum or during Extended Lunch, which are the set aside time for student Club Days. The goal is for students to meet within these co-curriculars at least 4 times per month. While we believe that our students will engage more frequently based on competitions or conferences, this is a standard of participation.

Our funding for CTSOs come from two areas - operating budget, and revenue. For example, if students are building items as a part of a project through SkillsUSA, they may in-turn sell the items as a fundraiser for their group. While initial funding will come from The Forge's general operating budget via TISA Funding, our long-term goal is for our organizations to begin to sustain themselves over the next 5-years. Additionally, if need arises, The Forge has budgeted transportation, including contracted transportation services (Account Code 312) purchase of a passenger van. More about the passenger van is in the transportation section and coded as a Capital expense (Account Code 729). All supplies to support CTSOs can be found in Account Code 429.

There will be no additional extra-curricular opportunities; however, students who are in CTSOs may also participate in meetings and/or competitions outside of regular school hours, including after-school and weekends.

e. Describe any additional academic programs that the school will offer such as Saturday school, summer school, extra remediation, and student acceleration programs pursuant to T.C.A. § 49- 6-1503. For each program, provide the following:

- **i. State the duration and list the hours it will be available each week to identified students.**
- **ii. Detail the anticipated number of students and the method used to identify them.**
- **iii. State whether the program is mandatory for identified students.**
- **iv. Outline anticipated resources and staffing needs.**

Section 1.4 - School Calendar and Schedule

The Forge will offer the following:

ACADEMIC PROGRAM	DURATION	ANTICIPATED # OF STUDENTS	IDENTIFICATION OF STUDENTS	RESOURCES/STAFFING NEEDS
After-School Tutoring (Lower School)	Monday - Thursday, Afterschool for 2 hours = 8 hours per week	We anticipate approximately 20% of students attending.	Students will be identified based on current TCAP scores, credentials earned, and preparation for the transition to high school.	Approximately 5 Staff Members
After-School Tutoring (Upper School)	Monday - Thursday, Afterschool for 2 hours = 8 hours per week	Programming is optional. We anticipate approximately 20% of students attending.	Tutoring is optional.	Approximately 7 Staff Members

The Forge will not offer Saturday School or Summer School.

Section 1.5 - Recruitment and Enrollment

a. Describe the community from which the proposed school intends to draw students. Include demographic profiles, existing schools within the community (including other charter schools in the area), and targeted zip codes. Discuss the academic performance and enrollment trends of these schools (e.g., TCAP, TVAAS, Ready Graduate, etc.).

The Forge is needed to address the unique academic, social, and economic needs of the McGavock Cluster. By providing a rigorous academic foundation combined with career-focused pathways, industry partnerships, and a diverse by design school, The Forge will offer a valuable educational option for families in the community and help prepare students for success in the 21st-century workforce. Here are the key reasons why The Forge is needed in this area:

ADDRESSING ACADEMIC GAPS	1. The cluster demonstrates significant gaps in academic performance, particularly in Math and Social Studies, compared to district averages. 2. College and Career Readiness rates are among the lowest in the district, with substantial disparities for economically disadvantaged students and English learners. 3. The Forge aims to close these gaps by providing a rigorous academic curriculum combined with career-focused learning and industry partnerships.
RELIEVING OVERCROWDING	1. McGavock High School is operating at 99% capacity and is the only high school in the cluster. Donelson Middle School has reached full capacity. 2. Projected population growth within the cluster will further exacerbate overcrowding at these schools. 3. There is only one other charter middle and no charter high school in the McGavock cluster 4. The Forge will provide much-needed additional capacity, easing the strain on existing schools.
FAMILY PREFERENCE	1. 43% of families in the cluster opt for non-zoned (27%) or private (16%) schools, indicating a strong demand for alternative educational options. 2. The Forge's unique approach to career-connected learning and its focus on hands-on experiences will appeal to families seeking alternatives to traditional high schools.
SERVING A DIVERSE POPULATION	1. The McGavock Cluster has a diverse student population, including a significant proportion of Black, Hispanic, and economically disadvantaged students. 2. The Forge is committed to providing equitable access to high-quality education for all students, regardless of their background.

Below we provide more detail on each of these items discussed related to the cluster including specific sets of data and supporting information. All data sets have been sourced from the Imagine Nashville

Section 1.5 - Recruitment and Enrollment

Report, TDOE's 2022-2023 Report Card[63], MNPS Open Data Portal (data pulled January 7, 2025)[64]. Here is a summary for clarity:

- Enrollment data came from MNPS Open Data Portal (current enrollment and # of students not attending their zoned school). This data was pulled January 7, 2025.
- Academic data came from the TDOE Report Card data 2022-2023.
- Community voice came from the Imagine Nashville Data
- Projected growth in the area around McGavock came from real estate research.

Community Overview and Demographics

The Forge seeks to serve students in the McGavock Cluster of District 4, including targeted zip codes such as 37138, 37214, 37076, and 37210. This community encompasses urban and suburban areas characterized by economic and cultural diversity.

Demographic Profile[65]:

- **Race/Ethnicity**: The McGavock Cluster enrollment consists of 39% Black/African American students, 25% Latino/Hispanic, 34% White, and smaller proportions of Asian (1%) and Native Hawaiian/Pacific Islander (1%). The Forge's target enrollment closely reflects these demographics, aiming for 40% Black/African American, 30% Latino/Hispanic, and 30% White students.
- **Socioeconomic Status**: Approximately 36% of students in the community qualify for Free or Reduced Lunch, highlighting significant economic need. The Forge aims to support a similar percentage of their student population who qualify for Free or Reduced Lunch.
- **English Learners and Special Needs**: 18% of students are English Language Learners (ELL), and 14% have identified special needs. The Forge aims to support a portion of students like the cluster with ELL students (18%) and special needs students (14%).

Existing Schools and Academic Performance

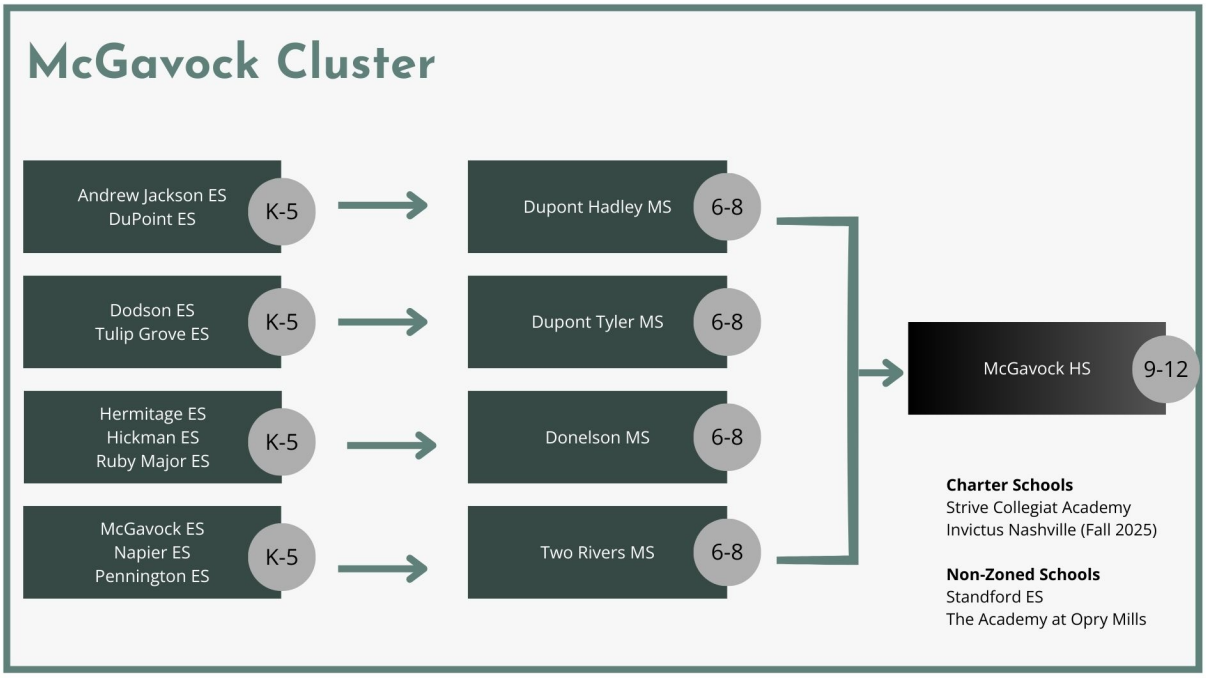
Schools in the McGavock Cluster:

[63] https://www.tn.gov/education/families/report-card.html (Accessed January 7, 2025)

[64] https://www.mnps.org/about/communications/opendata (Accessed January 7, 2025)

[65] https://www.mnps.org/about/communications/opendata (Accessed January 7, 2025)

Section 1.5 - Recruitment and Enrollment



The McGavock cluster includes a mix of zoned and non-zoned schools. We also acknowledge that the adjustment of the District to serve 5th graders in elementary school does not have an effect on The Forge's overall approach.

Schools within the McGavock Cluster vary significantly in performance and capacity utilization, as summarized below. Note: There are two charter schools, Strive Collegiate Academy (6-8) and Invictus Nashville (K-5) that are charter schools within the area. Invictus Public Montessori School is a K-8 charter school that opens in Fall 2025. When we are launching The Forge in Fall 2026, the school will not serve middle-grade students. By the time Invictus serves middle grades, we will be established as a full 6-12 school.

We specifically selected this cluster as a landing place for The Forge because of the lack of saturation in the charter sector, but also because we are providing families an innovative model that differs from the current operating and opening schools. As we mentioned above District 4 currently houses Strive Collegiate Academies and will house Invictus Public Montessori Charter.

Invictus and The Forge continue to work together to find facilities and opportunities for collaboration as schools. Although, at full growth, we will have 3 grades that will overlap, we are confident that the student population and families we are serving will not significantly conflict. Families who have spent 5 years in a Montessori model at Invictus will likely stick with Invictus through middle school because of their unique model, we know that there are over 2400 students in this district alone in Middle School, many at failing schools and so the need is high. Additionally, we expect that the Forge will recruit from across the city and the potential relationship between Invictus and Forge in regard to facilities/location could lead to a place where families bring multiple children on to similar or nearby campuses from across the city.

Strive is one of the longest serving charters in Nashville and has been faithfully serving the Donelson area for the past 10 years. While they have seen a recent decrease in enrollment after the pandemic, they

have continued to provide outsized results for families within District 4. Their current enrollment challenges mirror similar enrollment changes following the COVID pandemic across the district and country. The argument that because one charter has seen declining enrollment in an area means that all charters will struggle in enrollment doesn't hold up. Using Southeast Nashville as an example, while many charters have continued to see increased enrollment with waitlists there are nearby charters that have not grown. The schools in Southeastern Nashville that are growing at the highest rates are schools like Valor, Tennessee Nature Academy, and Aventura. Each of these schools are Diverse by Design schools in the same model as The Forge School. Each of these schools provides an innovative approach that differs from nearby charters. Each of these schools was supported by the Nashville Incubator with a very targeted approach on enrollment, or in the case of Valor, was in part recruited by a predecessor to the current incubator at the Tennessee Charter School Center. As such, we are receiving significant coaching, guidance, and consultant support to ensure our enrollment strategy is sound and successful. We hope to work with Strive and future charters in this area of town to support real academic choice in each district in our city as a future member of the Nashville Charter Collaborative. Partnerships between the three schools in the Donelson area will only help to serve all families.

Similarly, the Academy Opry Mills is a great choice for students that are ages 17-21 and undercredited. We are glad that this academic choice exists in the school district and in the Donelson area because there are a number of students for which the current system is not working effectively for. Since our school will be a 6-12 school serving mostly students ages 11-18, we do not expect much crossover in students but are grateful for this as a creative and flexible option in the area.

Comparison of McGavock Cluster Schools to District Averages (Grades 6-12)

Academic Performance[66]:

The McGavock Cluster demonstrates a mixed picture in its academic performance, growth, and college and career readiness metrics. While growth scores indicate that students are making moderate progress relative to their starting points, achievement scores reveal significant gaps in foundational skills compared to district averages. College and career readiness rates are among the lowest in the district, with substantial disparities for economically disadvantaged students and English learners. Success rates across all subjects, particularly Math and Social Studies in grades 6-12, lag behind the district averages, highlighting systemic challenges. These trends underscore the urgent need for targeted interventions and innovative educational strategies to close performance gaps and prepare students for post-secondary success.

Overall, School Performance

The McGavock Cluster performs below the MNPS district average in key overall performance metrics, including letter grade, achievement, and growth scores. While growth scores suggest moderate progress, the cluster's achievement score highlights a significant gap in foundational learning outcomes compared to district averages.

METRIC[67]	MCGAVOCK CLUSTER	MNPS AVERAGE	+/- DIFFERENCE

[66] https://www.tn.gov/education/families/report-card.html

[67] https://www.tn.gov/education/families/report-card.html (Accessed January 7, 2025)

Letter Grade: Score	2.53	3.14	-0.61 points
Achievement Score: Overall	1.83	2.35	-0.52 points
Growth Score: Overall	3.22	4.02	-0.80 points

College and Career Readiness ("CCR")

College and Career Readiness in the McGavock Cluster is substantially lower than the MNPS district average across all CCR metrics. The cluster's ACT readiness and post-secondary readiness rates are particularly concerning, with differences exceeding 10 percentage points in several categories, especially among economically disadvantaged (ED) students.

METRIC[68]	MCGAVOCK CLUSTER	MNPS AVERAGE	+/- DIFFERENCE
CCR Score	1.00	2.03	-1.03 points
CCR Rate: All	25.00%	36.04%	-11.04%
CCR ACT Rate	11.70%	22.70%	-11.00%
CCR Post-Secondary Rate	15.00%	28.40%	-13.40%
CCR Rate: ED	14.60%	30.52%	-15.92%
CCR Rate: White	23.71%	26.53%	-2.82%

Growth Metrics

Growth metrics indicate that McGavock Cluster students are making steady progress, though they lag behind district averages in most areas. Notable exceptions include stronger growth among students with disabilities (SWD), where the cluster outperforms the district. However, growth for English learners (EL) and white students is particularly below district averages, highlighting disparities in progress.

METRIC[69]	MCGAVOCK CLUSTER	MNPS AVERAGE	+/- DIFFERENCE
Growth Score: Numeracy	3.28	3.71	-0.43 points

[68] https://www.tn.gov/education/families/report-card.html (Accessed January 7, 2025)

[69] https://www.tn.gov/education/families/report-card.html (Accessed January 7, 2025)

Growth Score: Literacy	3.22	3.61	-0.39 points
Growth Score: Science	3.17	3.51	-0.34 points
Growth Score: Social Studies	3.29	3.76	-0.47 points
Growth Score: ELA + Math - Black, Hispanic, Native	3.28	3.79	-0.51 points
Growth Score: ELA + Math - ED	3.24	3.38	-0.14 points
Growth Score: ELA + Math - EL	2.67	3.56	-0.89 points
Growth Score: ELA + Math - SWD	3.22	2.77	+0.45 points
Growth Score: ELA + Math - White	2.94	3.69	-0.75 points
Growth Score: ELA + Math - Super Subgroup	3.28	3.82	-0.54 points

Success Rates

All Students: Success rates for the McGavock Cluster are consistently lower than the MNPS district averages across all subgroups. Economically disadvantaged, Hispanic, and Black students face the largest gaps in performance. These disparities emphasize the need for targeted support to improve outcomes for all students.

METRIC[70]	MCGAVOCK CLUSTER	MNPS AVERAGE	+/- DIFFERENCE
Success Rate: All Students	23.71%	26.53%	-2.82%
Success Rate: ED	13.26%	18.50%	-5.24%
Success Rate: EL	12.55%	13.73%	-1.18%
Success Rate: SWD	10.00%	12.29%	-2.29%
Success Rate: Black	16.34%	21.36%	-5.02%
Success Rate: Hispanic	17.72%	24.88%	-7.16%
Success Rate: White	34.19%	37.24%	-3.05%

By Subject (6-12): The subject-level success rates for students in grades 6-12 reveal significant challenges for the McGavock Cluster. Success rates in Math and Social Studies, particularly for high school students,

[70] https://www.tn.gov/education/families/report-card.html (Accessed January 7, 2025)

are strikingly lower than district averages. Science performance in middle school also shows a gap of over 8 percentage points, suggesting areas where academic intervention and resource allocation are critical.

METRIC[71]	MCGAVOCK CLUSTER	MNPS AVERAGE	+/- DIFFERENCE
Success Rate: ELA, 6-8	18.92%	20.56%	-1.64%
Success Rate: Math, 6-8	14.32%	23.14%	-8.82%
Success Rate: Science, 6-8	19.62%	28.23%	-8.61%
Success Rate: Social Studies, 6-8	24.00%	33.09%	-9.09%
Success Rate: ELA, 9-12	16.80%	30.26%	-13.46%
Success Rate: Math, 9-12	5.00%	14.50%	-9.50%
Success Rate: Science, 9-12	22.10%	28.26%	-6.16%
Success Rate: Social Studies, 9-12	14.70%	25.77%	-11.07%

Enrollment Trends Overview

Over the past decade, the McGavock Cluster schools have experienced dynamic enrollment trends across grade bands. These shifts reflect the evolving demographics of the community, including significant changes in economically disadvantaged (ED), limited English proficient (LEP), and students with disabilities (SWD) populations. This section outlines the key changes and highlights their implications for school utilization and planning.

Key Findings by Grade Band

Elementary Schools: As summarized before, there is stability amid demographic shifts.

- **Overall Enrollment**: Stable since 2015-16, except for a temporary dip during the pandemic years.
- **Demographic Changes**:
  - **ED Students**: Declined progressively.
  - **LEP Students**: Doubled since 2015-16.
  - **SWD Students**: Fluctuated but remain at 2015-16 levels.
  - **Ethnic Shifts**:
    - **White Students**: Significant decline.
    - **Black Students**: Decline less significant but consistent.
    - **Hispanic Students**: Increased by 50% since 2020-21.

[71] https://www.tn.gov/education/families/report-card.html (Accessed January 7, 2025)

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DEMOGRAPHIC TREND[72]	2015-16	2020-21	2024-25	KEY CHANGE
ED Students	Stable	Declining	Declining	Progressive decline.
LEP Students	Doubling	Doubling	Doubling	Significant growth.
SWD Students	Stable	Fluctuating	Stable	No major change.
White Enrollment	Declining	Pandemic Bump	Declining	Significant decline.
Black Enrollment	Declining	Pandemic Bump	Declining	Moderate decline.
Hispanic Enrollment	Increasing	50% Growth	Increasing	Significant growth since 2021.

Middle Schools: As summarized below, there is growth followed by decline.

- **Overall Enrollment**:
  - Grew between 2015-16 and 2018-19.
  - Declined starting in 2019-20, with sharper drops from 2021-22.
- **Demographic Changes**:
  - **ED Students**: Marginal decline.
  - **LEP Students**: Increased from 226 in 2015-16 to 382 in 2024-25.
  - **SWD Students**: Trends align with overall enrollment shifts.
  - **Ethnic Shifts**: Trends mirror overall enrollment patterns.

DEMOGRAPHIC TREND[73]	2015-16	2018-19	2024-25	KEY CHANGE
ED Students	Marginal Decline	Marginal Decline	Marginal Decline	Steady decrease.
LEP Students	226	305	382	69% increase.
SWD Students	Mirrors Trend	Mirrors Trend	Mirrors Trend	Consistent with overall trends.
White Enrollment	Stable	Peak	Declining	Growth followed by decline.

[72] https://www.mnps.org/about/communications/opendata (Accessed January 7, 2025)

[73] https://www.mnps.org/about/communications/opendata (Accessed January 7, 2025)

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Black Enrollment	Stable	Peak	Declining	Growth followed by decline.
Hispanic Enrollment	Increasing	Increasing	Increasing	Steady growth.

High School: As summarized below, there is stability with shifting demographics.

- **Overall Enrollment**: Relatively stable since 2015-16.
- **Demographic Changes**:
  - **ED Students**: Declined from 1,000 in 2015-16 to 578 in 2024-25.
  - **LEP Students**: Increased from 115 in 2015-16 to 359 in 2024-25.
  - **SWD Students**: Stable.
  - **Ethnic Shifts**:
    - **White Enrollment**: Declining, with sharper drops since 2020-21.
    - **Black Enrollment**: Declining but leveling out after 2022-23.
    - **Hispanic Enrollment**: Steady growth every year, including during pandemic years.

DEMOGRAPHIC TREND[74]	2015-16	2020-21	2024-25	KEY CHANGE
ED Students	1,000	Declining	578	42% decline.
LEP Students	115	Increasing	359	212% increase.
SWD Students	Stable	Stable	Stable	No major change.
White Enrollment	Declining	Steeper Decline	Declining	Decline at double the rate of Black students.
Black Enrollment	Declining	Stabilizing	Stable	Decline leveled out post-2022-23.
Hispanic Enrollment	Increasing	Increasing	Increasing	Steady growth.

School Building Utilization (2022 | 2023)

The following table summarizes the changes in building utilization for schools in the McGavock Cluster, highlighting trends of overcrowding and underutilization:

SCHOOL	2022 UTILIZATION	2023 UTILIZATION	CHANGE

[74] https://www.mnps.org/about/communications/opendata (Accessed January 7, 2025)

Hickman Elementary	77%	67%	-10%
McGavock Elementary	89%	77%	-12%
Pennington Elementary	83%	69%	-14%
Stanford Elementary	96%	62%	-34%
Donelson Middle	67%	99%	+32%
Two Rivers Middle	43%	69%	+26%
McGavock High	90%	99%	+9%

Addressing Growth Trends and School Utilization Challenges in the McGavock Cluster

The McGavock Cluster faces significant demographic growth and school utilization challenges, particularly in grades 6-12. Compounding these issues, **43% of families** opt out of zoned schools, with **27% of students attending non-zoned district-choice and charter schools** and another **16% enrolled in private schools.** This data underscores both the demand for alternative educational options and the mounting strain on existing schools, many of which are nearing or exceeding capacity. A new charter school serving grades 6-12 would provide relief to overcrowded schools, address demographic trends, and offer high-quality educational opportunities to families seeking alternatives.

Key Demographic Trends

1. **Population Growth:**
    - Within a **5-minute drive of a potential location as described in the Facilities section,** population growth is projected at **11.32% between 2024 and 2029,** significantly higher than the growth in the **10-minute (4.25%)** and **15-minute (6.36%)** radii.
    - The **K-12 population within a 10-minute drive** is projected to grow by **8.86%,** with a similar increase of **7.23%** in the 15-minute radius.
2. **Socioeconomic Variation:**
    - Median household income decreases as the radius expands, from **$83,875 (5-minute)** to **$75,940 (10-minute)** and **$64,713 (15-minute).**
    - Economic diversity is evident, with households earning below $50,000 increasing from **12.2% in the 5-minute radius** to **36.1% in the 15-minute radius,** while bachelor's degree attainment decreases from **54.3% to 42.9%.**
3. **Shifts in Enrollment Demographics at McGavock High School:**
    - **Hispanic enrollment at McGavock has grown by 50% since 2020-21**, even during pandemic years, while **Black and White enrollment has declined.** White enrollment has fallen at nearly double the rate of Black enrollment.
    - **Economically disadvantaged (ED) students** have declined significantly, from **1,000 in 2015-16 to 578 in 2024-25.**
    - **LEP enrollment has tripled,** growing from **115 to 359** over the same period, while students with disabilities (SWD) have remained stable.

School Utilization Challenges

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Recent changes in utilization rates, combined with projected population growth of **8.86% within a 10-minute radius** by 2029, highlight significant challenges for the McGavock Cluster. Overcrowding at **McGavock High School** and **Donelson Middle School** will likely persist and worsen, while underutilized schools like **Two Rivers Middle** and select elementary schools offer limited flexibility to absorb growth. The table below outlines current utilization rates, recent changes, and the anticipated impact of population growth on school capacities.

SCHOOL	2022 UTILIZATION	2023 UTILIZATION	PROJECTED IMPACT OF AREA GROWTH
McGavock High	90%	99%	Already overcrowded, area growth will likely push utilization beyond 100%, requiring immediate solutions.
Donelson Middle	67%	99%	Recent increase in enrollment combined with growth projections suggests sustained overcapacity by 2029.
Two Rivers Middle	43%	69%	Utilization will likely increase but remain below capacity, offering some flexibility to absorb additional students.

Key Takeaways

1. McGavock High School and Donelson Middle School are at 99% capacity. Projected K-12 population growth of 8.86% (10-min radius) by 2029 will likely push both schools over capacity, requiring additional capacity or enrollment redistribution.
2. Two Rivers Middle School, at 69% utilization, remains under capacity but will likely see a gradual increase in utilization, offering a limited flexibility for overflow as the area continues to grow.

A new charter school would address these key challenges:

1. **Alleviating High School Overcrowding:**
    - McGavock High School is operating at **99% capacity** with projected K-12 population growth likely to exacerbate overcrowding.
2. **Balancing Middle School Enrollment:**
    - Donelson Middle School, also at **99% capacity**, would benefit from the introduction of a new option to relieve strain.
    - Redistributing students to a new charter school could also reduce the underutilization at Two Rivers Middle (69%).
3. **Meeting Family Preferences for Alternatives:**
    - With **43% of families opting for non-zoned (27%) or private (16%) schools,** there is clear demand for alternatives to zoned public schools. Addressing this trend could alleviate overcrowding while better meeting family preferences.
4. **Serving a Growing and Diverse Population:**

- With Hispanic enrollment growing **50% at McGavock High School since 2020-21** and LEP students tripling over the last decade, a new charter school could provide specialized programming to meet these evolving needs.

By balancing existing capacity with future growth and responding to family preferences for alternative schooling options, the McGavock Cluster can create a more equitable and efficient education system that aligns with the needs of its rapidly changing community.

b. Describe the community's demand and need for the school and detail how this demand or need was identified. Describe how the proposed school's educational options differ from those available in the geographic region.

Community Voices: Needs and Alignment with The Forge

The Forge School is uniquely designed to address the educational priorities voiced by families during the recent Imagine Nashville[75] survey and listening tour (Donelson, Hermitage, and Old Hickory). Residents emphasized the importance of preparing students for real-world success through hands-on learning, career-connected education, and equitable access to opportunities. These insights align directly with The Forge's mission and vision to prepare students for high-demand, high-wage careers in architecture, construction, and engineering ("ACE").

Imagine Nashville revealed specific calls to action that The Forge addresses head-on:

COMMUNITY VOICES	THE FORGE'S ALIGNMENT
"Refocus on public schools. More hands-on learning and vocational opportunities at younger ages, including middle school."	The Forge begins career-focused learning as early as 6th grade, providing students with exposure to ACE pathways through CTE (Career and Technical Education) coursework and industry-recognized credentialing. By integrating these opportunities early, we motivate students and provide them with a tangible connection between their classroom learning and real-world careers.
"Teach more trades; have young people graduate job-ready or ready to take a 1- or 2-year class to go to work; emphasize certifications, not just expensive college options."	The Forge ensures that graduates are equipped with certifications, industry-relevant skills, and experience that make them job-ready. Our pathways guide students to graduate with credentials that lead to ACE careers or post-secondary training programs, offering alternatives to sometimes costly four-year college routes.

[75] https://imaginenashville.org/final-report/

"Connect students with volunteer opportunities; corporate-sponsored job opportunities for teens for small after-school jobs."	The Forge's *Forge Forum* and partnerships with local industry leaders provide mentorship, internships, and work-based learning experiences. By connecting students to real-world opportunities, we bridge the gap between education and career, ensuring students build professional networks and gain valuable workplace experience.

The Forge's Response to Demographics and Workforce Needs

The Forge's mission and model reflect the unique needs of the McGavock Cluster's diverse student population and Tennessee's workforce demands:

1. **Community Demographics**
    - The McGavock Cluster comprises 39% Black/African American, 25% Hispanic/Latino, and 34% White students. Our school will provide inclusive opportunities to address disparities in academic achievement and college/career readiness.
    - 36% of students are economically disadvantaged, and 18% are English learners. The Forge ensures equitable access to resources, with a targeted focus on durable skills, mentorship, and tailored academic support.
2. **Workforce Alignment**
    - Tennessee faces a growing demand for skilled workers in architecture, construction, and engineering, industries projected to grow significantly over the next decade. The Forge strengthens the pipeline for these careers by connecting students directly to ACE pathways starting in middle school, with a focus on earning credentials, developing durable skills, and building professional networks.

Why The Forge Is Needed Now

The Forge is designed to fill a critical gap in the McGavock Cluster, where traditional educational pathways are not meeting the demands of families or the workforce:

- **Current Academic Gaps:** Schools in the McGavock Cluster underperform district averages in key metrics like college and career readiness, with significant disparities for Black, Hispanic, and economically disadvantaged students.
- **Overcrowding and Family Preferences:** McGavock High is operating at 99% capacity, and Donelson Middle has reached full capacity at 99%. At the same time, 27% of students opt for non-zoned schools (including charters) and 16% choose private schools, highlighting a demand for alternative educational models.
- **Community Growth:** Population growth of 11.32% (5-minute radius) by 2029 underscores the urgent need for more capacity and innovative programs to serve the increasing 6-12 population.

Building Bridges Between Education and Industry

Northeast Nashville's economic landscape, marked by rapid population growth and significant investment in construction and infrastructure, underscores the need for schools like The Forge. By forming strong

partnerships with local businesses and industry leaders, The Forge will serve as a vital pipeline for talent, addressing workforce shortages in high-wage, high-demand sectors. This collaboration benefits not only students but also the broader community, as it fosters economic resilience and innovation.

The Forge responds to these challenges with a bold, career-connected vision:

- **Durable Skills and Real-World Relevance:** Students master foundational academic content alongside critical soft skills like communication, collaboration, and leadership. These durable skills remain relevant across industries, preparing students for long-term success.
- **Early Credentials:** Starting in 6th grade, students engage in hands-on CTE coursework and earn industry-recognized credentials that align with Tennessee's workforce needs.
- **Industry Mentorship and Work-Based Learning:** Partnerships with local ACE employers provide students with mentorship, internships, and pathways to family-sustaining careers.

By addressing community-identified needs and connecting education to real-world outcomes, The Forge will ensure that students are not only academically prepared but also equipped to forge their own futures in high-demand, high-wage industries.

The Forge School vs. Academies of Nashville

Below is a list of 6 schools (provided by MNPS in its Feedback summary) that offer courses that also may be offered by the Forge. To note, there are 6 schools that offer courses out of 35 career academies, that are hosted at 12 zoned MNPS schools, that are open to students. The Forge has also included an additional table of schools that may offer overlap courses There is only one Architecture and Construction program that is at Cane Ridge High School

MNPS Feedback Summary Schools

Academy of Nashville	Pathway Programming
Antioch High School	**Academy of Engineering & Automotive Technology** • Automotive Maintenance and Light Repair • BioSTEM • Technology
Cane Ridge High school	**Academy of Architecture & Construction** • Residential & Commercial Construction • Architectural & Engineering
Lawson High School	**Academy of Engineering** • Engineering
Overton High School	**Academy of Engineering** • Engineering • Mechanical, Electrical, & Plumbing (MEP) Systems • Welding
Stratford STEM Magnet High School	**Academy of Science & Engineering** • BioSTEM • Engineering • Interdisciplinary Science

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Additional Academy Schools

Academy of Nashville	Pathway Programming
McGavock High School	**Academy of Aviation and Transportation** • Engineering

While both the Nashville Academies and The Forge School provide career-focused pathways, The Forge distinguishes itself with an earlier and more immersive approach beginning in 6th grade. The Nashville Academies initiate career exploration in 9th grade, integrating it with core academics and culminating in work-based learning in the senior year. In contrast, The Forge cultivates career awareness and exploration as early as 6th grade, equipping students with fundamental skills and certifications well before high school. This early exposure, combined with ongoing industry partnerships, peer mentorship, internships, and a robust certification program, gives Forge students a distinct advantage. See the breakdown of the Academies of Nashville ("AON") vs. The Forge School based on the posted 2022-23 Annual Report published by MNSP[76], in the chart below, highlighting differences in grade-level and activity:

The Academies of Nashville	The Forge School
9th grade | Career Exploration and College Visit plus Core Content through a core team of teachers that provide consistency for and support for student achievement	**6-8th Grade** | Career Awareness, Career Exploration, Career Advisory and Planning, Computer Science, plus contextualized teaching and learning in core contents with ACE pathways. Industry Lunch Buddies Program, guest speakers, peer mentorship and CTSO projects. 3 Industry Certifications offered **9th grade** | ACE Pathway Coursework level 1, ELO opportunities, 5 Industry Certifications offered, CTSO participation, guest speakers, Industry Advisor program, plus contextualized teaching and learning in core contents with ACE pathways (collaborative constructs)
10th grade | Students attend an industry related field trip	**10th grade** | ACE Pathway Coursework level 2 or crosscut coursework option, Job Shadow opportunities in ACE pathways, CTSO participation, guest speakers, Industry Advisor program, plus contextualized teaching and learning in core contents with ACE pathways (collaborative constructs),
11th grade | Students complete a one-day job shadowing experience where they observe professionals in a career area related to their academy	**11th grade** | immersive student experience where they develop independent professional identity through an extended internship with an adult expert in their field of interest. 14 Industry Certifications offered, CTSO participation, Dual-Enrollment options, guest speakers, Industry Advisor program, plus contextualized teaching and learning in core contents with ACE pathways (collaborative constructs)

[76] https://issuu.com/academiesofnashville/docs/aon_report_22-23_digital-v9

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12th grade | Students participate in Senior Capstone, where they complete research related to their academy choice, or in work-based learning, where they earn credit and wages working for an organization in their field of interest.	**12th grade** | Student choice of extended internship/work-based learning/service-based learning and/or dual enrollment, 17 Industry Certifications offered, CTSO participation, Dual-Enrollment options, guest speakers, Industry Advisor program, plus contextualized teaching and learning in core contents with ACE pathways (collaborative constructs).

As shown in the chart above, in The Academies of Nashville, the high school experience is structured around career exploration and preparation that builds with each grade level. Ninth-grade students engage in career exploration and college visits, paired with core content to provide foundational support. By tenth grade, students participate in industry-related field trips, offering firsthand exposure to potential career paths. The eleventh grade marks a step with students completing a one-day job shadowing experience. Culminating in twelfth grade, students participate in Senior Capstone projects, where students research their academy pathway, complete work-based learning choices, and have the opportunity to earn credit/wages in their field of interest.

In contrast, The Forge School introduces career development early and gradually deepens student involvement throughout our grade-level progression. Beginning in middle school (6th-8th grades)**,** students participate in programs designed to build career awareness, encourage exploration, and provide guidance on the types of pathways they may choose from. This initial phase thoughtfully integrates computer science, as required, and continuously real-world context within core subjects, through our ACE pathways. Meaningful connections with industry are fostered through initiatives like "lunch buddies" and guest speakers, alongside peer mentorship and CTSO projects. In our 6th-8th grades, students will also transition to high school with industry certifications. These certifications not only support their career pathways, but they also support an early start for graduation requirements.

This groundwork then extends into ninth grade with Level 1 coursework within our ACE Pathways, which highlights hands-on learning opportunities, the opportunity to pursue up to 5 industry certifications, involvement in CTSOs, and ongoing interactions with industry professionals through programs such as guest speakers and advisory programs. Core subjects are reinforced through Collaborative Construct projects and work throughout Forge Forum. Tenth grade further develops this by offering the next Level (Level II) ACE Pathway coursework. Similarly to 9th grade, there is varied coursework options and job shadowing experiences within ACE pathways, alongside continued CTSO participation and industry connections. By eleventh grade, The Forge offers significant experiences focused on extended internships with professionals within the ACE pathway fields, helping students develop their individual professional pathway. This year also includes opportunities for industry certifications, advisory participation, dual-enrollment options, and continued engagement with professional industries. The twelfth grade allows students choices of extended internships, work-based or service-based learning, and dual enrollment, along with opportunities to earn up to 17 industry certifications as culmination of their high school careers. Students will continue to engage in CTSOs, continue to pursue dual enrollment, and continue to maintain consistent interaction with industry professionals.

The Forge's emphasis on extended internships and diverse experiential learning options in the later years provides a deeper, more practical immersion in their chosen fields, better preparing them for both higher

education and direct entry into the workforce for high demand careers as a part of the Mission and Vision of the Forge School.

d. Provide as Attachment C the proposed school's Enrollment Policy, which should include and align with the following:
- **i. Tentative dates related to the school's application period and enrollment deadlines and procedures.**
- **ii. Non-discriminatory admission policies, pursuant to T.C.A. § 49-13-107;**
- **iii. Any proposed articulation agreements, pursuant to T.C.A. § 49-13-113; and**
- **iv. Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.**

All items can be found in **Attachment C.** During Year 0 as a part of our pre-opening, the Forge will continue to review and update our policies to ensure policies and procedures meet state law.

e. Explain how the school will receive and process enrollment applications and detail the school's plan to conduct an enrollment lottery if the number of applications exceeds the capacity of a program, class, grade level, or building. Enrollment lottery plans must align with T.C.A. § 49-13- 113, T.C.A. §49-13-106, and SBE Rule 0520-14-01-.04.

All items can be found in **Attachment C.** During Year 0 as a part of our pre-opening, the Forge will continue to review and update our policies to ensure policies and procedures meet state law.

f. Describe the plan to recruit students in the year prior to opening. Identify which staff position will oversee these student recruitment campaigns and detail any marketing strategies, targeted community organizations, activities, events, responsible parties, and timelines that will be integral to student recruitment.

Below details the strategies, activities, events, responsible parties, and timeline that inform our plan:

- **Clear Recruitment Roles and Responsibilities**: To ensure effective oversight and implementation of recruitment efforts, we have defined clear roles and responsibilities.

ROLE	RECRUITMENT RESPONSIBILITIES
EXECUTIVE DIRECTOR	• Hold leaders accountable for hitting recruitment and enrollment targets that have been set. • Set recruitment timeline. • Communicate and ensure adherence to state and LEA registration guidelines • Develop and nurture positive relationships with families and the community
COMMUNITY	• Manage the Operations Coordinator

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PARTNERSHIPS & OPERATIONS, DIRECTOR	• Develop the strategy and manage all deliverables to the overall recruitment and enrollment plan • Oversee partnership advertising • Serve as the primary liaison to partners about the overall strategy • Monitor and report on data • Develop and nurture positive relationships with families and the community
LOWER SCHOOL PRINCIPAL	• Ensure pre-opening year enrollment and recruitment plan are Implemented • Set agenda and meet weekly with Operations Coordinator to monitor recruitment data, processes, and events • Attend external student recruitment opportunities at least once per month • Participate in internal student recruitment events (open houses, school tours) and ensure that they occur at least 2 times per month once a facility has been secured, • Approve weekly recruitment mass communications created by Operations Coordinator to ensure they are error free and to check for branding consistency • Meet enrollment and recruitment targets
UPPER SCHOOL PRINCIPAL	• Ensure pre-opening year enrollment and recruitment plan are Implemented • Set agenda and meet weekly with Operations Coordinator to monitor recruitment data, processes, and events • Attend external student recruitment opportunities at least once per month • Participate in internal student recruitment events (open houses, school tours) and ensure that they occur at least 2 times per month once a facility has been secured, • Approve weekly recruitment mass communications created by Operations Coordinator to ensure they are error free and to check for branding consistency • Meet enrollment and recruitment targets
OPERATIONS COORDINATOR	• Executes technical processes for enrollment and engage in authorizer training of Student Information Systems programming, as necessary. • Create, send, and manage mass communications • Contact prospective students who inquired about registration and get them to apply. • Contact prospective students who did not complete registration. • Plan and execute internal events (open house, school tours) • Manage virtual and in-person enrollment of students • Manage student enrollment records and file creation • Make sure Principal has all the materials needed for events

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- **Recruitment Partnerships**: As noted above, we have established recruitment partnerships with Propel, Tennesseans for Student Success ("TSS"), and Aventura. The school is also in the process of establishing relationships with several community organizations and multilingual families. We will leverage these relationships as a mechanism to recruit students. We will set up booths where we can disseminate marketing materials, collect contact information, and meet as many parents and community members as possible. We will also display marketing materials such as pamphlets and brochures and will host in-person recruitment sessions in the buildings of community organizations. Additionally, we will turn to these organizations to feature us in their newsletters, email blasts, and other forms of communications that they push out to their stakeholders. We will also encourage them to inform others about our school through word-of-mouth efforts.
- **Recruitment Communications:** We will consistently push out communications around recruitment and enrollment, using our multiple social media platforms, community mailings, fliers, and signage to advertise our school to prospective families. We will run print advertisements in local publications, as well as secure radio spots and billboard space, if needed.
- **Recruitment Events:** We will hold frequent events aimed at recruiting and enrolling students. Among these are visiting the community organizations that we formed partnerships with to disseminate information about our school, answer questions, and make connections with potential students and families. We will also set-up booths at large box stores such as Home Depot and Lowes; at partner organizations like The Forge non-profit; churches, apartment complexes, and community centers in the area.
- **Canvassing**: We will conduct door-knock campaigns where we will give fliers out and begin the registration process with those who are interested.

g. Describe student recruitment after the proposed school has opened. Detail how ongoing recruitment will differ from pre-opening recruitment.

While we will continue to implement the recruitment plan outlined above after our schools opens, we will employ additional strategies for our community and parents to support as outlined below:

- **Collect and Apply Recruitment Data:** As part of our application and enrollment process, we will collect "how did you hear about us" data. We will analyze this data to identify the highest and lowest leverage recruitment strategies and adjust our recruitment strategy accordingly.
- **Leverage Personal Pipelines:** We will leverage the personal networks of our students, staff, parents, and Board members once we are operational. We will make marketing materials available for dissemination and encourage our school stakeholders to promote our school to rising 9th grade students.
- **Form Parent Recruitment Taskforce:** Once we are operational, we will form a parent recruitment taskforce that will consist of parents of students who are currently enrolled in our school. We will utilize this taskforce in an array of recruitment efforts, including canvassing and attending community events, among others to provide information about our school from the perspective of a parent.
- **Implement Parent Referral Program:** Parents who refer a family whose child ultimately enrolls in our school will receive a prize. We will determine the specific prizes during Year 1 of operation.
- **Hold Recruitment Events:** Once we are operational, we will hold informational sessions, host school tours, and offer meet-and-greets at our school, which will allow prospective families the opportunity to see the space.

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h. Describe how students will be given an equal opportunity to attend the proposed school. Specifically describe any plans for outreach to economically disadvantaged families, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.

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

As explained throughout this application, our mission, vision, and model are focused on preparing a diverse group of students to be the professional ACE workforce of the future. We will implement a comprehensive recruitment plan that includes marketing strategies and materials, all of which will prominently feature our ACE. We will also leverage an array of partnerships with ACE organizations and colleges and universities that offer postsecondary programs to market our specific focus. Additionally, as indicated below, once we are operational, we will hold recruitment events in our building, allowing prospective students to see the operation of our school and specialized focus firsthand.

- **Students with Economic Disadvantage:** As previously noted, we will prioritize our recruitment efforts in communities with high rates of poverty. As described above, we will attend community events, frequent local hubs, present at middle schools, and conduct canvassing efforts to ensure that students and parents know about and have access to application materials. We will provide support in completing and submitting applications to families who have technology or other constraints.
- **Students with Low Academic Achievement:** Across all our marketing materials, we will feature the comprehensive support and programming that we will provide to close learning gaps and advance student achievement. We will also provide an overview of our RtI2 programming, emphasizing the individualized tiered interventions that we will provide to students to bring them to grade level.
- **Students with Disabilities:** To attract students with disabilities, we will emphasize the school's comprehensive approach to serve students with disabilities, including our staffing plan and range of services that we will provide in accordance with students' IEPs. We will also work with elementary schools around recruitment opportunities.
- **English Learners:** When hiring our Operations Coordinator, we will prioritize recruiting qualified candidates who are multilingual and who have diverse backgrounds. We will produce all our print materials in multiple languages, as well as ensure that the information we provide electronically is accessible in varied languages. In those materials, we will highlight the language services and support that we will provide, as well as emphasize the immense need for multilingual industry experts. As necessary, we will also run our advertisements in languages other than English and run print advertisements in publications written in other languages. Additionally, we will have translation services at our recruitment events.

Table 1: Enrollment Summary

Student Enrollment Growth Over Years of Operation

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Full Capacity
School Year	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	
K	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0
6	120	120	120	120	120	120	120	120	120	120	120
7	0	120	120	120	120	120	120	120	120	120	120
8	0	0	120	120	120	120	120	120	120	120	120
9	120	120	120	120	120	120	120	120	120	120	120
10	0	120	120	120	120	120	120	120	120	120	120
11	0	0	115	115	115	115	115	115	115	115	115
12	0	0	0	110	110	110	110	110	110	110	110

Table 2: Anticipated Demographics

Note: These data are available from the TN State Report Card	Estimated % within Proposed School	Current % within Nearest Public School Serving the Same Grade Band *(Applicable only If sponsor has identified a location for the proposed school)*
% of Economically Disadvantaged Students	42%	N / A
% of Students with Disabilities	14%	N / A
% of English Learners	18%	N / A

Table 3: Anticipated Demographics

(Required for Sponsors that indicated "yes" on Sponsor History and Intent Question 8)

	Estimated % within Proposed School
% of At-Risk students[11]	N / A

Section 1.6 - Parent and Community Engagement and Support

a. Describe community feedback and parental interest regarding the proposed charter school. Explain how this feedback was collected and provide a rationale for its validity. Detail how this feedback was incorporated into the application.

Through the parent and community efforts, we have secured robust documented support for our school. Specifically, at the time of submission, The Forge has received 389 submissions of support from Nashville parents and community members, with 352 of the respondents being from Davidson County.

In addition to names and contact information, we asked those who signed electronically to also indicate if they or someone they know is interested in enrolling a child in our school. Of the 389 supporters, 249 children were reported to be school aged and interested in enrolling a child at The Forge. We've included 10 parent Letters of Support in Attachment D.

Further, we asked all supporters to provide the zip code in which they reside. Of the 389 responses collected, 29 Davidson County/Nashville Area zip codes are represented. Those zip codes include: 37013, 37072, 37075, 37076, 37115, 37125, 37128, 37138, 37167, 37189, 37174, 37201, 37203, 37204, 37205, 37206, 37207, 37208, 37209, 37210, 37211, 37212, 37214, 37216, 37217, 37218, 37220, 37221, 37228, demonstrating widespread support of our school across Nashville.

With the collected information from our industry partners and parents we have learned and taken into consideration the following:

- <u>From Potential Parents:</u>
    - Parents have noted that since The Forge is non-traditional and will not have sports or comprehensive programming that is typical of high schools in the Nashville area. With this, parents have requested a form of involvement that looks like athletics or large clubs but instead focused on our industry partners. The Forge is committed to working with our parents to support a booster and/or hospitality club that supports the coordinator of our industry and partnership events.
    - Parents have noted that they want to be involved in a parent advisory group that supports the different home communities and/or grade-levels of The Forge to bridge parent engagement and inclusions. The Forge is committed to working with our parents to create a space for this programming to occur and use our operations personnel to support launch of the programming. See discussion of our Parent and Student Advisory Team below.
- <u>From Industry Partners:</u>
    - The Forge is committed to ensuring that our 'Durable Skills' teachings are relevant and active throughout all our coursework and Forge Forum. Our conversations have adjusted the skills that we will focus on to ensure that they are met for the ACE pathways The Forge is connected with. As described in our conversations with industry partners discussion of these skills that have been identified came up in every conversation, confirming that the transferable skills, no matter the job, are important to increase employability.
- <u>From School Partners:</u>
    - While we have engaged in visits across the country to continue to understand and support our model, a consistent best practice related to personnel was to have additional sets of hands in any of the pathway coursework. We have taken this feedback into consideration and included Educational Assistants that will support the work in our pathway's courses.

Additionally, we will hire full-time certified substitutes that will be on campus. In the event that they are not being utilized, they will also support our pathway work.

b. Describe planned strategies to engage parents and community members from school approval through its operation. Detail strategies to establish buy-in and interest from the community during the pre-opening period.

The Forge will engage parents, as well as community members through various strategies from the time the school is approved and through the opening. We believe these strategies will also help us establish buy-in from parents and community members during the pre-opening period. It is important that we reach all of our families in multiple languages. The Forge plans to use The Tennessee Language Center[77] as a support for translation services, both in print and in-person. The Tennessee Language Center provides services in 73 different languages including additional dialects.

These strategies are described below:

- **Developing and Leveraging Relationships with Community Organizations:** We will work with local organizations, such as The Forge Nonprofit Nashville, Nashville PROPEL, Tennesseans for Student Success, and Aventura School, and our industry partners across Davidson County to engage the community and establish buy-in from mono/multi- families. More specifically, we will look to place informational materials in the buildings of such organizations and will seek to hold informational sessions in their facilities. See sample events below:
    - Furnishing The Forge (Event): The Forge will host our families to utilize materials to furnish our classrooms and offices.
    - Benches of Belonging (Event): Students and families will build furnishings, such as tables and benches to be used within our facility.
    - Meet The Industry (Event): The Forge's partnerships provide valuable recruitment events where students and families can visit ACE pathway firms. This direct engagement allows them to observe the work environment firsthand and gain clarity on career pathways, potential salaries, and diverse role options.
- **Forming the Parent and Student Advisory Team**: A group composed of parents/guardians and students who meet to provide input, feedback, and recommendations to school leadership and staff on various aspects of the school's operations, policies, programs, and environment. The advisory team's role is primarily consultative, meaning recommendations may be provided; however, the final decision-making authority usually rests with the administration or the governing board. The Parent and Student Advisory Team is one will start in Fall 2025 and continue through ongoing operation. We have collected 389 submissions of support for The Forge School. Of those, 352 are Davidson County/Nashville parents and community members. Of the interest, 101 said ‘yes’ they would be interested in participating on a community advisory board and another 116 indicated a ‘maybe’ to participating on a community advisory board.
- **Canvassing**: In addition to hosting information sessions and events in the community, we will engage in multiple door-to-door canvassing campaigns both leading up to and following approval of the charter application. These campaigns will allow us to meet and talk to members of our target communities, share information about our school, and begin to build relationships with potential families for enrollment.

[77] https://tlc.tennessee.edu/

Section 1.6 - Parent and Community Engagement and Support

- **Mail, Email & Text, Communications:** To cast as wide of a net as possible in informing the broader community and parents about our school, we will employ varied communication methods. We will complete several rounds of physical mailings and email blasts to share information about the school, provide details about upcoming events, and promote the school's educational model. Materials have been and will be provided in multiple languages.
- **Utilizing Social Media Platforms:** We will utilize an array of social media platforms, including X, Facebook, and Instagram, to inform the community and parents about our school. All our print materials will list our social media sites, as well as feature QR codes that, when scanned, will take users to various platforms.
- **Advertisements**: We will advertise on billboards in the community to ensure that we engage as many parents and as much of the community as possible. We will also post information about the school on our website and other social media platforms, which already have a large following of current families and students, among other followers.
- **Holding Informational Sessions:** We will hold frequent virtual and in-person informational sessions to inform community members and parents about our mission, vision, and model. We will leverage our partnerships as places to hold these in-person meetings, and provide multilingual support, as necessary.
- **Open Houses, School Tours, and Meet-and-Greets:** Upon securing our facility, we will also begin to hold open houses, school tours, and meet-and-greets on campus. We will feature special aspects of our programming to further engage parents and establish buy-in during the pre-opening period. The Forge is committed to providing multilingual options for families, as necessary.
- **Community Nights:** The Forge organizes fun events throughout the city to provide a safe and active environment where students and families can meet The Forge team, connect with other families, and strengthen our school culture. Example: Skate Night at a local Community Center.

c. Provide any of the following documents that show support from the proposed school's targeted community as Attachment D:

- **i. Outreach communications intended for the families of potential students.**
- **ii. Documentation of parental intent to enroll their children in the purposed school.**
- **iii. Memoranda of understanding that shows the community welcomes the proposed school, sees it as an attractive educational option, and believes it meets local needs and interests.**
- **iv. Letters of support from the local community that clearly express commitment to the proposed school and suggest that such support will ensure that the school will meet its enrollment goals. These letters may also confirm financial support or ongoing community engagement.**

Outline partnerships with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of these partnerships, including any fee-based or in-kind commitments to enhance student learning opportunities.

Find all MOUs and Letters of Support in **Attachment D.**

PARTNERSHIP	NATURE/PURPOSE OF RELATIONSHIP	TERMS/SCOPE OF SERVICES	COMMITMENT TYPE
The Forge Nonprofit	Partnership to provide hands-on learning opportunities for students and staff related to the ACE pathways	See MOU and Letter of Support	In-Kind
Southeast Venture	Real estate	See Letter of Support	N/A
Level field	Real estate and financing services	See Letter of Support	N/A
Charter Schools Development Corporation	Real estate and financing services	See Letter of Support	N/A
Persist	Post secondary support for graduates	See Letter of Support	Fee based
Aventura	Student recruitment and programming	See Letter of support	N/A
Nashville Incubator	Ongoing Executive Development and Support	See Letter of Support	In-Kind
Charles Hawkins Co.	Real estate support	See Letter of Support	N/A
Commonwealth Development Group	Industry Partner	See Letter of Support	N/A
Moffitt Builders	Industry Partner	See Letter of Support	N/A
DWC Construction	Industry Partner	See Letter of Support	N/A
TTL, Inc.	Industry Partner	See Letter of Support	N/A
Hodgson Douglas Landscape Architects	Industry Partner	See Letter of Support	N/A
Unleashed Potential	Community Partner	See Letter of Support	N/A
CSDG	Industry Partner	See Letter of Support	N/A
Tennessee Educators of Color Alliance	Education Partner	See Letter of Support	N/A
Smith Gee Studio	Industry Partner	See Letter of Support	N/A
Barge Civil Associates	Industry Partner	See Letter of Support	N/A
National School Choice Awareness Foundation	Education Partner	See Letter of Support	N/A
Skanska Construction	Industry Partner	See Letter of Support	N/A
True North Advisory	Industry Partner	See Letter of Support	N/A
Lee Company	Industry Partner	See Letter of Support	N/A
Cumberland Growth Advisors	Industry Partner	See Letter of Support	N/A
GT3	Finance Partner	See Letter of Support	N/A
Tennesseans for Student Success	Community Partner	See Letter of Support	N/A
Peak Electronics	Industry Partner	See Letter of Support	N/A
Royal Table Inc.	Community Partner	See Letter of Support	N/A
Nashville Teacher Residency	Education Partner	See Letter of Support	N/A
NAIOP	Industry Partner	See Letter of Support	N/A
HMK Architects	Industry Partner	See Letter of Support	N/A
Born Again Church	Community Partner	See Letter of Support	N/A
HG Hill Realty - President	Industry Partner	See Letter of Support	N/A
Open Works	Industry Partner	See Letter of Support	N/A
Adkisson	Industry Partner	See Letter of Support	N/A
DLC	Education Partner	See Letter of Support	N/A
STG	Industry Partner	See Letter of Support	N/A
HG Hill Realty – Board Chair	Industry Partner	See Letter of Support	N/A
Artisan Build Construct	Industry Partner	See Letter of Support	N/A
Habitat for Humanity	Community Partner/Industry Partner	See Letter of Support	N/A
MC Trucking	Industry Partner	See Letter of Support	N/A
Thomas Construction	Industry Partner	See Letter of Support	N/A

Section 1.6 - Parent and Community Engagement and Support

NOMAnash	Community Partner/Industry Partner	See Letter of Support	N/A
Remick Architects	Industry Partner	See Letter of Support	N/A
Choate	Industry Partner	See Letter of Support	N/A
Lipscomb University	Education Partner	See Letter of Support	N/A
Civil & Environmental Consultants	Industry Partner	See Letter of Support	N/A
Nicolle Wilkinson	Industry Partner	See Letter of Support	N/A
TCAT Nashville	Education Partner	See Letter of Support	N/A

Additionally in Attachment D, there are 10 parent support letters, and samples of our multi-lingual promotional flyers.

Section 1.7 - School Culture and Discipline

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

The Student Handbook can be found in **Attachment E**.

b. Describe the desired school culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce the school's mission, goals, and objectives.

The Forge is committed to empowering students to become innovative leaders in Architecture, Construction, and Engineering ("ACE") through hands-on, career-connected learning. Our vision is to have strong partnerships in our community to build pathways that equip students with the durable skills, knowledge, and real-world experience needed to design and construct a sustainable future. Our mission is to forge connections between education and industry, ensuring that our graduates are prepared to contribute to their communities with purpose, creativity, and expertise.

The Forge School will cultivate a culture of intellectual curiosity, perseverance, and collaborative innovation. This ethos will be deeply intertwined with the school's hands-on, project-based learning approach. Students will be encouraged to embrace challenges, experiment with new ideas, and learn from both successes and failures. The school will prioritize critical thinking, problem-solving, and communication skills, recognizing that these are essential for success in any field, particularly in the dynamic and ever-evolving ACE industries. This culture will be further enriched by a strong emphasis on mentorship, where experienced professionals from the ACE industry will guide students, offering real-world insights and career advice.

This collaborative and supportive environment will directly reinforce The Forge School's mission. By fostering a culture of academic excellence, students will develop a strong foundation in core subjects like mathematics, science, and technology, essential for success in architecture, engineering, and construction. The emphasis on hands-on learning and real-world experiences will provide students with

practical skills and valuable industry exposure, preparing them for the demands of their chosen careers. The focus on durable skills such as critical thinking, problem-solving, and communication will ensure that graduates are not only technically proficient but also adaptable and resilient in a rapidly changing world. This unique blend of academic rigor, practical application, and industry connections will empower students to forge their own futures and thrive in the high-wage, high-demand fields of architecture, construction, and engineering.

The three key elements of The Forge School culture to achieve our mission are: Mentorship, Restorative Practice, and Positive Behavior Interventions and Supports:

Mentorship: A key component of our culture is mentorship. As mentioned in our previous sections, mentorship will be seen across multiple levels at the school including Students Advisory during the Forge Forum and Cohort Mentoring.

> Forge Forum & Advisors: All students are cohorted with the same small group of peers throughout their seven-year experience at The Forge. Through this close-knit community, students support each other through their middle and high school experiences while building lifelong relationships. This is similar to an advisory block/AVID cohort[78] but adjusted for The Forge mission. More is described as a part of the Student Schedule. A student's advisor ("Forge Forum Advisor") will be assigned at the start of their journeys to continue through their Forge experience, and hopefully a life-long relationship. Through a 1:1 relationship cultivated over six-years; a student's advisor will help the student personalize their Forge experience. Students thrive when they have close relationships with adults who believe in their potential, hold them to high expectations, and mentor them through the steps necessary to achieve success.
>
> Peer Mentors: Our Forge Forums will also be used for student mentoring. Each cohort will be paired with another cohort for peer-to-peer mentoring. As students grow within The Forge programming, they will start as a mentee that continuously builds their personal knowledge and skills, and then later now serve as a mentor to share in alignment with students' academic and life goals. Here is an overview of how mentoring cohorts will be assigned.

Mentee	Mentor
6th Grade	9th Grade
7th Grade	10th Grade
8th Grade	11th Grade
9th and Incoming Students	12th Grade

Restorative Practice: Restorative Practice enhances the values and needs of a school community by

[78] https://explore.avid.org/what-avid-is/

promoting healthy staff-to-staff, peer-to-peer, and student-to-staff relationships, to reduce or prevent occurrences of maladaptive or harmful behaviors. Restorative Practice prioritizes conflict resolution that holds individuals or groups responsible while focusing on relationship repair. Our approach to student behavior is grounded in restorative practices. By implementing restorative practices, we are providing students and staff with an intentional and inclusive way of responding to behavioral issues. This approach helps ensure we are focused on building and repairing relationships, prioritizing student agency, and reducing punitive actions.

Positive Behavior Intervention System ("PBIS"): PBIS is a multi-tiered approach to teaching, managing and responding to student behavior. Similar to RTI², PBIS is a proactive approach designed to provide universal support to all students and more intensive support to students in Tier 2 or Tier 3. The most successful PBIS systems are those that provide explicit teaching of behavioral expectations with a high rate of opportunities to practice and receive feedback. Additionally, we will use the PBIS framework to ensure that we maintain a positive school culture that is focused on college readiness and high academic expectations. PBIS is highly regarded and widely implemented in schools across the nation because of the program's evidenced-based best practices[79].

c. Describe the plan to create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for integrating students who enter mid-year.

For Students:

We will create, implement, and sustain our intended school culture for students starting from the first day of school by employing strategies such as the following:

- Orientation: Prior to the start of school, we will hold orientation sessions for students to orient them to the school building as well as educate them about the school's policies and procedures. Students will learn about the school's expectations for behavior, including the PBIS framework and restorative practice strategies
- Parent Student Handbook: Students will receive a handbook that explicitly outlines the school's mission and vision, as well as all the school's policies and procedures, including expectations for work-based learning, field trips, school visitors, arrival and dismissal, attendance and absences, dress code, technology use, code of conduct, etc. This handbook will be translated into multiple languages to support all families.
- Forge Forum: This space in the schedule will be used for continued implementation of our school culture and durable skills teaching.
- Acts of Recognition: We find opportunities to celebrate students who are meeting expectations and contribution to the overall school culture. Items may include:
    - **Student of the Month**: Monthly, celebrate students who model cultural expectations as defined through the Forge Foundations through our student of the month recognition program

[79] https://www.pbis.org/resource/examining-the-evidence-base-for-school-wide-positive-behavior-support

    - Industry Expert: Quarterly, recognition that is given to students that support their work in career-pathway courses
    - **Student Ambassador**: Yearly, students who consistently demonstrate alignment with our Forge Foundations will be appointed as student ambassadors. In this role, students are given meaningful leadership opportunities around events and initiatives that shape the culture of the school.
    - **Friday Forge Shoutout:** Weekly, Teachers and staff have the opportunity to write a quick note about something that they saw that supported the Forge Foundations
    - **Ready for the World Award**: Quarterly, recognition that is given to students that support their demonstration of durable skills
- School Culture Survey: We regularly survey our students to collect cultural data around their feelings related to having a sense of belonging in our school community. We ask targeted questions related to the Forge Foundations. School leaderships and implementation teams will closely analyze the data and pinpoint any trends for problem solving, as necessary.

- Mentorship Programs:
    - **Peer to Peer:** Individuals benefit from the relationship by sharing knowledge, insights, and perspectives. It can foster a sense of community and collaboration within a team or organization. This will be created through the cohorts as discussed in other sections.
    - **Industry Experts:** By pairing students with experienced professionals in their fields of interest, these programs offer unique opportunities for students to gain practical knowledge, build professional networks, and develop essential skills for future success

For Teachers & Administrators:

We will utilize a range of strategies, including ongoing professional learning and support, to ensure staff are prepared and able to implement and sustain our intended school culture. These strategies include:

- Annual Leader Retreat: Led by the Executive Director, this annual retreat allows for leaders across the organization to come together and reflect on the previous school year and plan for the upcoming one. The retreat provides leaders with valuable time to engage in self-reflection and build community.
- Summer Professional Development: As outlined in the Professional Development section, we will hold summer professional learning sessions for all staff, including teachers and administrators. During these sessions, we will address foundational pieces of our academic and cultural program, including the PBIS framework, restorative practices, and our durable skills values—all of which work together to cultivate our school culture.
- Ongoing Professional Development: In addition to summer professional development sessions, staff will participate in ongoing professional development days throughout the school year. These sessions will be utilized to provide follow-up implementation support for our academic and cultural programming to ensure that all staff are fully equipped and supported in implementing our model and fostering a positive school culture; all is outlined in the Professional Development section.
- Individualized Coaching and Classroom Observations: We will utilize coaches to provide observation and ongoing support to teachers at the classroom level. This support will include feedback on fostering a supportive classroom climate and promoting a positive school climate. Data from observations will be used to inform planning for ongoing professional development
- Acts of Recognition: We work to show our appreciation for the hard work our teachers do

throughout the year. Additionally, just as we reward and recognize students for meeting expectations and exemplifying our core values, we do the same for our teachers. Accordingly, we implement the following to celebrate our teachers' contributions to our school culture:

- **Teacher Appreciation Weeks**: Quarterly, celebrations for teachers from the leadership team and community partners for their work for students
- **Staff Member of the Month**: Monthly, selected by the leadership team based on supports to the Forge Foundations
- **Teacher of the Year**: Yearly, the board selected recognition of a staff member for their teaching contributions, including student data, contributions to the school, etc.
- **Anvil Award**: Monthly, peer selected recognition amongst staff members for positive contributions to school culture.
- **Student Voice Selection**: Quarterly award where students vote on a criterion for staff members

- Mentorship Program: To foster a supportive and inclusive environment for new teachers, we have implemented a robust mentorship program. Every new teacher, regardless of their prior experience, is paired with an experienced mentor within the school. Weekly meetings between mentors and mentees follow a structured framework designed to address common challenges faced by new educators. This framework provides consistent guidance and support. Beyond the structured framework, mentors are readily available to address immediate needs and answer questions that arise in real-time.
- Leadership Opportunities:
  - **Content and/or Grade-Level Leads:** Teachers who demonstrate exemplary expertise in their content areas and leadership ability may assume the role of content lead. Teachers who demonstrate exemplary leadership in both culture and academics may assume the role of a Grade-level lead. In these roles, leads may facilitate PD sessions for their colleagues and are tasked with leading data and content-specific meetings. Leads also provide feedback to the leadership team around planning and preparation for the upcoming school year.
  - **Mentors:** As explained above, we implement a robust mentorship program to support our new teachers. Individuals who have demonstrated leadership ability as well as exhibit our core values and fidelity to our systems and structures may assume this role, which is critical to ensuring that teachers new to us feel welcomed and supported and have a sense that they fully belong.
- School Culture Survey: We also regularly survey our teachers to collect cultural data around their feelings related to having a sense of belonging in our school community. We ask targeted questions related to our Forge Foundations. School leadership and the implementation team closely analyze this data, comparing results to past survey data and pinpointing any trends for which to problem solve.

For Parents:

Parent involvement is a key feature of our academic plan, and we are committed to creating strong partnerships with our parents so that they can support their students' academic and cultural experience at home. As such, we will create, implement, and sustain our intended school culture with our parents through the following:

- **Parent-Student Handbook**: Parents will receive and sign a comprehensive parent-student handbook during the registration process. The handbook will explicitly outline the school's mission and vision, as well as all the school's policies and procedures, including expectations for

work-based learning, field trips, school visitors, arrival and dismissal, attendance and absences, dress code, technology use, code of conduct, etc. The parent-student handbook will also be available in languages other than English and will be easily accessible on the school's website.

- **Orientation**: Prior to the start of school, we will hold orientation sessions for parents to orient them to the school building as well as educate them about the school's policies and procedures. Parents will also learn about communication structures and opportunities to engage with the school. Translation services will be provided as needed to ensure that all parents can participate in orientation.
- **Meet-and-Greet**: Parents will be encouraged to attend a meet-and-greet event that will occur within the first two weeks of school. During this time, parents will meet their child's teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce on-site programming and continued familiarization with parent communication structures, etc. Translation services will be provided as needed to ensure that all parents can participate in the meet-and-greet.
- **Family Events & Activities**: We prioritize creating a strong sense of community by offering a variety of engaging events for families. These include:
    - Fun & Festive Occasions:
        - Family Volunteer Days, Heritage Nights, Holiday Craft Fair, etc.
    - Community-Building Events:
        - Monthly Parent Meetings: These gatherings provide a valuable platform for parents to:
            - Connect with other families and build relationships.
            - Engage in open dialogue with school leaders and teachers.
            - Share valuable input and feedback, ensuring their voices are heard and valued.
        - Family Nights: These enriching evenings focus on academic engagement and family-school partnerships:
            - Presentation of Learning (Presentations to panelists)
            - Exhibitions of Learning (Student displays of work)
            - Hands-on activities foster interactive learning and strengthen the bond between families and the school, such as with Cosecha Gardening
- **Sense of Belonging Survey:** We will regularly survey our parents to collect cultural data around their feelings related to having a sense of belonging in our school community. We ask targeted questions related to the Forge Foundations. School leaderships and implementation teams will closely analyze the data and pinpoint any trends for problem solving, as necessary.

Midyear Enrollment

When students join our community during the school year, it is critical that they, too, receive opportunities to learn and practice key culture systems, as well as to develop relationships with teachers and peers that will support their entry into the community. Students will be assigned to their Forge Forum cohort, where then the leadership team and Forge Forum Advisor will create an individualized onboarding plan to ensure students are set up for success from the time they start at The Forge. This plan will include a timeline for teaching our school-wide systems, routines, and procedures; individual check-in times with the student and their advisor to check in on their progress and adjust support as necessary, and the assignment of someone from their peer mentor cohort for support.

Section 1.7 - School Culture and Discipline

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

As articulated throughout this application, we have a firm commitment to fostering a sense of belonging among all students, including special populations of students such as those with disabilities, those acquiring English, and those at risk of academic failure. All students participate in the activities explained above, including culture week, social-emotional learning, community meetings, acts of recognition, and surveys. Outlined in the Special Populations section, we also provide intervention and enrichment during a dedicated block daily for 45-minutes for all students, which enables all students to attend classes and further serves to promote a positive school culture for all. To support the inclusion of our students who are English learners in our school culture, we provide our non-English speaking students with dedicated translation devices that can be easily carried around throughout the school day, which promotes their sense of belonging and demonstrates our commitment to inclusivity as all students are integral to our school culture and community. Additional information can be found across various Sections including 1.3, 1.5, 1.7, 1.8, 2.4, and Attachment E.

e. Provide the school's proposed student discipline policy as Attachment F. The proposed policy must comply with any applicable state laws and regulations.

See **Attachment F.** The Forge will continue to review all policies as a part of Year 0 (Pre-opening) to ensure compliance with all applicable state laws and regulations.

f. If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:

- **i. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.**
- **ii. A list and definitions of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;**
- **iii. An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;**
- **iv. Identify the staff position responsible for carrying out the school's discipline policies and provide a brief job description of the position; and**
- **v. How students and parents will be informed of the school's discipline policy.**
- **vi. Detail any goals related to student attendance and describe the plan to collaborate with families and the community to address and combat chronic absenteeism.**

Our discipline policy, which includes practices to promote good discipline, a list and definitions of offenses, and how the school will protect the rights of students with disabilities in disciplinary actions and proceedings, is included in our student handbook and **Attachment F**. Nothing in The Forge Handbook or Discipline Policy will be permitted to infringe upon any rights provided pursuant to the Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans with Disabilities Act. Additionally, The Forge will continue to review all policies as a part of Year 0 (Pre-opening) to ensure compliance with all applicable state laws and regulations.

Section 1.7 - School Culture and Discipline

The Executive Director will manage culture and discipline in year 1, with support of the Upper and Lower School Principals. In year 2, the Executive Director will work alongside the incoming Deputy Director, as that role will oversee the full-time Culture and Climate Coordinator in year 3. The Culture and Climate Coordinator will develop school-wide culture and discipline in all grades, in collaboration with the Upper and Lower School Principals.

For more serious or repeated infractions, or for behaviors that require additional reflection, relationship work suspension or expulsion, a member of the Forge Leadership and/or Student Supports team will support discipline. Job descriptions for these roles are included in the Personnel Section.

Opportunities to Learn the School Discipline Policy
Our discipline policy is outlined in detail in our student handbook; all families receive a copy of the handbook at the start of the school year. Upon receiving and reviewing the handbook, we require that students and parents sign a form acknowledging that they have read and understand the policies outlined in the handbook, including those related to discipline. Additionally, the handbook will be made available on the school's website for access, and a paper copy in person if requested. Here are the other opportunities that parents/students will have for engagement with the policy:

- **Orientation**: Prior to the start of school, we will hold orientation sessions for parents and students to orient them to the school building as well as educate them about the school's policies and procedures. Parents will also learn about communication structures and opportunities to engage with the school. Translation services will be provided as needed to ensure that all parents can participate in orientation.
- **Meet-and-Greet**: Parents will be encouraged to attend a meet-and-greet event that will occur within the first two weeks of school. During this time, parents will meet their child's teachers and other school staff and tour the school. The meet-and-greet will also serve as an opportunity to introduce on-site programming and continued familiarization with parent communication structures, etc. Translation services will be provided as needed to ensure that all parents can participate in the meet-and-greet.

Attendance
Every missed school day results in lost learning opportunities. While we understand that unforeseen circumstances may arise, consistent attendance is crucial for academic success. The Forge emphasizes the importance of regular attendance and has a robust attendance policy that includes support for students to catch up on missed work. Our project-based learning model and flexible scheduling are designed to maximize learning opportunities for all students, making daily attendance essential. Here are the attendance goals for The Forge.

Student Attendance Goals
95% average daily attendance
Less than 5% of students are chronically absent.

After we have established our baseline after Year 1, The Forge will continue to adapt our attendance goals decreasing our chronic absenteeism rate and ensuring any growth in attendance as applicable.

Section 1.7 - School Culture and Discipline

The Forge will employ a multifaceted approach to ensure high student attendance, recognizing its critical role in academic success. Strategies include:

- **Increased Student Connectedness:**
    - **Programs** like Industry Lunches, Extended Club Lunch Wednesdays or peer mentoring cohorts foster meaningful relationships between students, industry professionals, and the school community, fostering a sense of belonging and increasing student engagement.
    - **Trusted adults** and meaningful relationships, beyond staff, to include our industry advisors and partners that are a connection point for students to be seen and cared for.
- **Robust Attendance Support Team:** A dedicated team will proactively monitor student attendance, identify potential issues early on through data analysis, and implement appropriate interventions. This may include:
    - **Regular communication with families:** Proactive outreach to families regarding student attendance patterns.
    - **Early intervention strategies:** Providing support to students at risk of chronic absenteeism through targeted interventions, such as academic tutoring, counseling, or social-emotional learning programs.
    - **Addressing barriers to attendance:** Collaborating with community agencies to address potential barriers to attendance, such as transportation, health issues, or family challenges.
- **Diverse Communication:**
    - **Various Formats:** Offer attendance information through various formats, including simplified written materials, translated documents, audio recordings in multiple languages, and video messages.
    - **Community Engagement:** Partner with community liaisons to bridge communication gaps, ensure cultural relevance, and build trust with diverse families.
    - **Two-Way Communication Channels:** Establish accessible avenues for families to ask questions and share concerns, such as multilingual phone support and interpretation for in-person meetings
    - **Visual Reinforcement:** Utilize clear and culturally appropriate visual aids like charts, icons, and infographics to support understanding, especially across language barriers.

These strategies, combined with a strong school culture emphasizing the importance of regular attendance, will contribute to a positive and productive learning environment where all students can succeed.

Section 1.8 - Special Populations

a. Describe the school leadership team's experience supporting students with disabilities, English learners, at-risk students, and intellectually gifted students.
b. Explain the plan to ensure the school is appropriately staffed to meet these student groups' needs.

Section 1.8 - Special Populations

Statement on Student Diversity

The Forge School believes that all students contribute unique gifts and talents to our community. We affirm the strengths of diverse learners and offer learning experiences that allow students to build on these strengths. The Forge's approach to hands-on learning, and real-world experiences is really to provide exposure to all learners and ensure equitable access to high-demand careers. The Forge uses research-based, data-informed intervention programs to identify and support students across a variety of special populations - including students with disabilities, English Language Learners (ELLs), and intellectually gifted students - as well as students who are academically at risk. We are committed to supporting all students to feel welcomed and successful in our program and ensuring each of these students is prepared for a career in architecture, construction, and engineering.

Staff Experience and Roles

Our proposed Executive Director has over 24 years of experience in public education and 8 years of experience in leading schools. In this capacity she has led special education implementation across schools and in classrooms. As a founding principal in Seattle Public Schools, she was responsible for implementation of services for special populations. She is passionate about creating inclusive learning environments that empower all students to reach their full potential, including multilingual learners, for whom she has led the development of school-wide support programs. Her experience includes creating resources such as the 'Multilingual Learning at a Glance' tool to help teachers quickly connect with multilingual students by focusing on their strengths and interests With extensive experience in various leadership roles across the country, Sara has a deep understanding of school operations, curriculum development, and student achievement. Sara is a skilled communicator and collaborator, building strong relationships with students, staff, and parents.

The Forge will invest in highly qualified staff to support instruction for our diverse student populations. Beginning in Year 1, The Forge will employ a full-time "learning specialist" (The Forge's title for a licensed special education teacher) and a full-time language specialist (The Forge's title for a licensed English as a Second Language or "ESL" teacher) to support students in each grade level. By the time each campus reaches full-scale, The Forge will maintain the anticipated specialist-to-student ratios reflected in Figure 1.9a.

Figure 1.9a - Anticipated Specialist-to-Student Ratios at The Forge at Full Scale

GRADE	STUDENT SUPPORT TEAM	STAFF[80]	ANTICIPATED RATIO[81]
MIDDLE	Special Education	Learning Specialist (3)	1:17

[80] Director of Learning and Language Support will fulfill school-based leadership responsibilities and will continue to provide services for students through co-teaching, co-planning, and leading intervention groups.

[81] Follows logic from Section 1.5 and assumes that 14% of students will identify as students with disabilities and 18% of students will identify as English Language Learners.

SCHOOL GRADES 6-8	ESL	Language Specialist (3)	1:22
HIGH SCHOOL GRADES 9-12	Special Education	Learning Specialist (3) Director of Learning and Language Support (1)	1:16
	ESL	Language Specialist (3)	1:28

While these are the projected staff members for both special education and ESL, The Forge is committed to serving our students appropriately and adjusting our staffing to meet our demand. Should we need to hire more personnel, we are already engaged in conversations to adjust our budget accordingly.

We will seek to hire licensed learning and language specialists with a background of demonstrated success in working with diverse student populations. At least one learning specialist on our middle school team and one learning specialist on our high school team will be certified to work with intellectually gifted students. As The Forge expands, we will also add one Counselor / Social worker to the student support teams at each campus to help attend to the needs of students and families as our student population grows. The Forge will increase the number of Counselors / Social Workers if needed over time to ensure that sustainable practices are in place to support students and staff.

Figure 1.9b describes the staffing and management structure for the student support team between Year 1 and Year 7. In Year 1, the Executive Director will manage learning and language specialists for Grades 6 and 9. In Year 2, the Director of Academics will manage three school leaders, the Upper and Lower School principals and the Director of Learning and Language Support, who will coordinate student support services and manage learning and language specialists in Grades 6-7, 9-10.[82] In Year 3, The Forge's Director of Academics will manage the Director of Learning & Language Support, and the Counselor / Social Worker, who will coordinate student support services and manage learning and language specialists in Grades 6-8, Upper and Lower School Principals will continue to play a role. In year 4, we will be at a full team to support all learners, and the Director of Learning and Language support will drop the caseload of students.

Figure 1.9b - Student Support Team Staffing and Management Structure

	YEAR 1 2026-27	**YEAR 2 2027-28**	**YEAR 3 2028-29[83]**	**YEAR 4 2029-2030**
GRADES	Grades 6 & 9	Grades 6-7 & 9-10	Grades 6-11	Grades 6-12
TOTAL	240 students	480 students	715 students	825 students

[82] The Director of Learning and Language Support - will manage learning and language specialists, design and monitor services for students with disabilities and English learners, coordinate student support services, and maintain a positive, inclusive school culture. The Counselor / Social Worker at each campus will lead The Forge's school counseling program and will work directly with students to support their success.

[83] The student support team staffing and management structures in place at the middle school in Year 3 remain the same in future years.

Section 1.8 - Special Populations

STUDENTS				
SCHOOL LEAD	Executive Director	Upper & Lower School Principal	Upper & Lower School Principal	Upper & Lower School Principal
LEADERSHIP STAFF		• Supervising Director of Learning and Language Support	• Supervising Director of Learning & Language Support • Counselor / Social Worker	• Supervising Director of Learning & Language Support • Counselor / Social Worker
TEACHING STAFF	• Learning Specialist 6,9 • Language Specialist 6,9	• Learning Specialist 6-7 • Language Specialist 6-7 • Language Specialist Flex • Language Specialist 9-10 • Learning Specialist 9-10 • Learning Specialist Flex	• Learning Specialist 6-7 • Learning Specialist 8-9 • Learning Specialist 9-11 • Learning Specialist Flex • Language Specialist 6-7 • Language Specialist 8-9 • Language Specialist 9-11 • Language Specialist Flex	• Learning Specialist 6 • Learning Specialist 7-8 • Learning Specialist 9-10 • Learning Specialist 11-12 • Learning Specialist Flex • Language Specialist 6 • Language Specialist 7-8 • Language Specialist 9-10 • Language Specialist 11-12 • Language Specialist Flex

Learning and language specialists and related leadership staff will be responsible for coordinating inclusion, direct instruction, and interventions for students as appropriate, ensuring that students' accommodations and modifications are met, and providing learning experiences that help students to achieve their IEP (Individual Education Plan) and ILP (Individual Learning Plan) goals. The student support team will support classroom teachers to understand students' language and learning goals, provide research-based strategies and interventions for students in the general education setting, and manage modifications or accommodations as directed by students' IEPs and ILPs. Directors of Learning Support and Directors of Language Support across the middle and high schools will remain up to date on laws and policies related to special student populations and will work with representatives from the state and district to maintain compliance across our student support department.

In addition to hiring and retaining learning and language specialists, The Forge will seek to hire classroom teachers who hold dual certification in special education, English as a second language, or gifted education. Dual certified teachers not only bring deep content expertise to the classroom but are also well-positioned to identify and respond to the needs of diverse learners. We will actively recruit through professional organizations and online platforms that serve both content-area teachers and specialists in Special Education and EL education, emphasizing our commitment to creating inclusive learning

environments. For more information about our hiring plan, see Section 2.4. Dual certification also enhances The Forge's co-teaching model, which is described below.

Occasionally, students may require specialized services beyond those which our student support department can provide onsite. The Forge will contract with external providers to provide the occupational, speech, applied behavior analysis (BCBA), and physical therapies needed to meet all requirements of students' IEPs. The Forge has researched organizations like Project Play to determine if they are a good fit for our speech and occupational therapy needs. The Forge will also seek to contract with a school psychologist as required for the evaluation and reevaluation processes for students with disabilities. While private placements are an option for students under IDEA, The Forge seeks to educate all students within the least restrictive environment. The Forge expects to educate all students with disabilities within the school using its special education services plan and RTI systems.

c. Describe the process and methods by which the school will properly identify students with disabilities in compliance with Title 49, Chapter 10, of the Tennessee Code, Part B of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973;

d. Explain how the school will offer a continuum of services, ensure appropriate access to the general education program, and support academic success for students with disabilities and students with low incident 25 disabilities. Describe specifically how the school plans to integrate special education services into the school's daily schedule.

Student Identification

Upon enrollment at The Forge, families or the family's previous school will provide any existing documentation of their student's IEP or 504 plan. The Forge will use Child Find, a screening procedure to determine eligibility for special education services, to identify students who may need special services and who do not have an existing IEP or 504 plan. The Forge's student identification process uses the following steps to avoid overidentification and misidentification:

- Students who are suspected to need special services may be referred to Child Find by the students' family, The Forge staff, or other healthcare providers or community agents. Students may be referred to Child Find based on data collected from vision or hearing screenings or from academic, functional, social-emotional, or behavioral data collected during universal screenings, routine progress monitoring, and the RTI^2 process. The Forge shall follow MNPS's protocols for accepting, processing, and documenting Child Find referrals.[84]
- The Forge will establish an IEP Evaluation Team that includes the student's parents, an administrator, a learning specialist, a content-area education teacher (preferably one of the student's advisory teachers), interpreters (if necessary), and other professionals who may be involved in supporting the students' success in school, including a Language Specialist (EL Teacher) teacher as necessary.

[84] Tennessee State Board of Education. (2008, February 13). Rules of State Board of Education chapter 0520-01-09 special education programs and services. (https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/meetingfiles2/3-16-17_IV_A_Special_Education_Programs_and_Services_Rule_0520_01_09_11_Clean_Copy.pdf

- The IEP Evaluation Team will identify accommodations and modifications that may benefit the student. Classroom teachers, learning specialists, and other Forge staff will employ provisional accommodations and modifications and monitor and document the effect of these interventions on the student's performance and behavior for 30 days. For dual identified students a language support specialist will also be present.
- With the consent of the family, the IEP Evaluation Team may recommend and coordinate evaluations like classroom observations, psychological evaluation, psycho-educational testing, and functional behavior assessments within 60 days of receiving guardian consent. To avoid mis-identifying English Language Learners for unnecessary special education support, these evaluations may be conducted in ELL's native languages in place of or in addition to English.
- The IEP Evaluation Team will use the data collected and the results of these evaluations to determine whether to move forward with the referral to special education services. If appropriate, the IEP Evaluation Team will develop an IEP or 504 Plan, review the plan with families, and adopt the plan. IEPs and 504 plans are reviewed annually, and student reevaluations are conducted every three years. The IEP team may convene at any time upon the written request of any member of the team.
    - The Forge will regularly review trends in student enrollment in special education services in order to prevent, identify, and address over-identification among males, students of color, and students from economically disadvantaged backgrounds.[85]

The IEP Evaluation Team will be led by the Director of Learning & Language Support at the lower school campus and at the upper school campus. The Head of the Lower School will serve as 504 coordinators at each campus. Before hiring the Director of Learning & Language Support in Year 2, our Executive Director will lead the IEP Evaluation Team.

Student Support Department - Overview

As described in Section 1.5, The Forge expects to enroll a student population that reflects the diversity of the Nashville community. We anticipate that 18% of our students will identify as English Language Learners, 14% will identify as students with disabilities, and 42% will identify as economically disadvantaged. Proportions of economically disadvantaged students and students with disabilities, and English language learners are comparable with Metro Nashville Public Schools' proportions overall.

The Forge will provide students with access to educational services in the least restrictive environment as determined by students' IEPs and ILPs. The Forge uses an inclusive educational model, which allows for most students to receive learning or language services in the context of the general education classroom as dictated by their IEPs. The inclusion model is supported by content-area teachers, learning specialists, and language specialists who use co-planning and co-teaching strategies to address the needs of diverse learners in the classroom. The inclusion model allows for flexible student grouping and has been shown to support the academic and social-emotional development of all students.[86] Eligible students will receive

[85] National Center for Learning Disabilities. 2020. *Significant disproportionality in special education: Current trends and actions for impact.* https://www.ncld.org/wp-content/uploads/2020/10/2020-NCLD-Disproportionality_Trends-and-Actions-for-Impact_FINAL-1.pdf

[86] Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y., & Burke, S. (2016, August). *A summary of the evidence in inclusive education.* Instituto Alana. http://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf

learning and language services in special settings as required by students' IEPs and ILPs; these services will be prepared and provided by learning and language specialists or by external providers (i.e. occupational, speech, and physical therapists) as needed (review 1.9d to see sample schedule).

Students with disabilities and English Language Learners at The Forge may also receive accommodations and modifications to support access to and mastery of academic content. Accommodations and modifications will be aligned to students' IEPs and ILPs and will be applied consistently throughout classroom instruction and assessments, including outcome assessments like the TN Ready. The Tennessee Department of Education's Special Education Framework and English as a Second Language Manual provide the following guidance regarding accommodations and modifications:

Figure 1.9c - Accommodations and Modifications for Special Student Populations

	SPECIAL EDUCATION STUDENTS[87]	ENGLISH LANGUAGE LEARNERS[88]
ACCOMMODATIONS	"Accommodations provide equitable access during instruction and assessments and do not change the construct being assessed nor compromise the integrity or validity of the assessment or content. An accommodation is defined as a change in the routine conditions under which students' access and participate in instruction and assessment. Accommodations change how the student is taught or expected to learn. Accommodations are intended to reduce or mitigate the effects of a student's disability; however, accommodations do not reduce learning expectations. Although accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting scores, they do provide equity and serve to level the playing field for students with disabilities" (Tennessee Department of Education, 2018, pp. 41-42).	"Accommodations are practices and procedures for ELs that provide equitable access during instruction and assessments. They provide a valid means for ELs to show what they know and can do. Accommodations are intended to provide support to students with developing English language proficiency in the classroom and on state assessments in terms of their access to instructional or test content, interactions with content, and response to content. Once an EL becomes English proficient, the accommodation may no longer be necessary" (Tennessee Department of Education, 2018, p. 46).
MODIFICATIONS	"Changes made in the educational program that allow a student with a	For students who are on alternative paths via an IEP (dual identified

[87] Tennessee Department of Education. (2018, August). *Special education framework.* https://www.tn.gov/content/dam/tn/education/special-education/framework/sped_framework.pdf

[88] Tennessee Department of Education. (2018, November 9). *English as a second language manual.* https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf

	disability to attain MAGs (Measurable Annual Goals), be involved in and make progress in the general education curriculum, and be educated with other children with disability and without disability… These changes modify what the student is learning compared with his or her general education peers" (p. 114).	students) modifications will be consistent with requirements in students' Individual Learning Plans.

In alignment with the Tennessee's MTSS Model,[89] The Forge's inclusive classroom environment provides all students with high-quality, research-based Tier I instruction in the general education classroom. The inclusive classroom setting is further enhanced using the Universal Design for Learning (UDL) framework and the Sheltered Instruction Observation Protocol (SIOP) models, both of which are discussed later in this section. Special student populations may also benefit from access to Tier II and Tier III interventions to address students' academic, functional, social-emotional, and behavioral goals. When possible, Tier II and Tier III interventions are provided in the general education setting, though sometimes these interventions may require personalized instruction or support in small-group or individual settings. Either way we have built a schedule to ensure all students will have the required Tier III number of required minutes.

e. Explain the school's plan to monitor and evaluate the progress and success of students with disabilities. Detail how this plan coordinates with the authorizer's monitoring and evaluation plans.

Scheduling Student Support

Instruction and interventions across the continuum of services are provided by classroom teachers, learning and language specialists, and related service providers at different times and to different degrees depending on students' IEP and ILP needs. To the greatest extent possible as indicated by individual service delivery plans, the Forge's inclusive classroom allows for ELL and special education services minutes to be met during regular classroom time using co-teaching. In addition, The Forge's schedule includes core instruction, RTI, and Forum (advisory) blocks during which small group or individual instruction can take place if necessary. Figure 1.9d shows sample schedules for students who receive different levels of learning and language support.

Figure 1.9d - Sample 6th Grade Student Schedules with Student Services Identified

The Forge School schedule is adopted to ensure that all students will receive tier 3 RTI minutes.

[89] Tennessee Department of Education. (2018, March). *Overview of student supports in Tennessee.* https://www.tn.gov/content/dam/tn/education/reports/student_supports_overview.pdf

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Student A qualifies for **special education services** in **reading.**

This schedule allows the student to receive approximately 225 service minutes (3.75 hours) of direct support (45 minutes, 5x weekly), and 225 service minutes (3.75 hours) of pull-out support. If the student's IEP requires more than 225 minutes of pull-out support per week, the student may receive additional services during Forge Forum.

Period	Class Assignment	Student Services
Block 1A (45 Minutes)	English Language Arts	The Learning Specialist provides service minutes while co-teaching in ELA.
Block 1B (45 Minutes)	Math	
Block 2 (90 minutes)	Science	
Block 3 (60 minutes)	Forge Forum	If needed, the student attends an additional intervention class with the Learning Specialist during Forge Forum.
Block 4A (45 Minutes)	Career Awareness	
Block 4B (45 Minutes)	PE	
RTI (45 Minutes)	RTI	The Learning Specialist provides service minutes in a guided reading group that addresses specific areas of reading deficits (e.g., phonics, comprehension, fluency, etc.).

Student B qualifies for **special education services** in **math.**

This schedule allows the student to receive 225 minutes (3.75 hours) of direct support each week in math. The student also attends math intervention during RTI, which amounts to an additional 225 minutes (3.75 hours) of support each week.

Period	Class Assignment (B Day)	Student Services
Block 1A (45 Minutes)	English Language Arts	
Block 1B (45 Minutes)	Math	The Learning Specialist provides service minutes while co-teaching in math.
Block 2 (90 minutes)	Science	
Block 3 (60 minutes)	Forge Forum	
Block 4A (45 Minutes)	Career Awareness	

Block 4B (45 Minutes)	PE	
RTI (45 Minutes)	RTI	The student attends an additional intervention class with the Learning Specialist during workshop block.

Student C qualifies for **ESL services.**

This schedule allows the student to receive approximately 225 service minutes (3.75 hours) of direct support each week in ELA (45 minutes, 5x weekly) and 450 minutes (7.5 hours - 90 minutes per day, 5x a week) in science. If the student's ILP requires more than the minutes listed, the student may receive additional services during Forge Forum.

Period	Class Assignment (B Day)	Student Services
Block 1A (45 Minutes)	English Language Arts	The Language Specialist provides service minutes while co-teaching in ELA.
Block 1B (45 Minutes)	Math	
Block 2 (90 minutes)	Science	The Language Specialist provides service minutes while co-teaching in science.
Block 3 (60 minutes)	Forge Forum	If needed, the student attends an additional English language development group with the Language Specialist during Forge Forum.
Block 4A (45 Minutes)	Career Awareness	
Block 4B (45 Minutes)	PE	
RTI (45 Minutes)	RTI	The student attends an additional intervention class with the Learning Specialist during workshop block.

Serving Students with Disabilities

The Forge's project-based academic model is well-suited for an inclusive classroom, as it is highly personalized to the needs and interests of individual students. Project-based learning also overlaps Universal Design for Learning (UDL),[90] which promotes student engagement, allows for the diverse representation of information, and provides learners with multiple ways to interact with and demonstrate understanding of classroom material.

In addition to providing all necessary and required service hours, The Forge's project-based pedagogical approach lends itself to provide research-based accommodations which are not typically provided in an indoor setting. Figure 1.9e depicts how project-based practices have been demonstrated to promote

[90] CAST. (2018). Universal Design for Learning guidelines version 2.2. http://udlguidelines.cast.org

development for specific disabilities recognized under the Individuals with Disabilities Education Act (IDEA). While project-based learning is beneficial to all students, students with disabilities in particular benefit through behavioral, environmental, and instructional accommodations only found in project-based settings.

As described above, The Forge will follow an inclusion model in which content-area teachers and learning specialists co-plan and co-teach in the general education classroom. The content-area teacher and learning specialist will collaborate to review student data and identify appropriate co-teaching strategies for each lesson (i.e. team teaching, alternative teaching, one teach / one assist, etc.). Depending on the lesson, students will work with a content-area teacher or learning specialist in a small-group setting during shared or independent work time: the content-area teacher and the language specialist will identify opportunities for small group instruction during the lesson planning process. The Forge will provide accommodations and modifications to assignments, assessments, and the environment as outlined in students' IEPs. The Forge will observe students' IEP guidance in providing the least restrictive environment and will offer educational opportunities in the resource setting when appropriate.

Required services for students with disabilities may at times take place in separate settings beyond the general education classroom. Academic accommodations like extended time and read-aloud for assessments may be provided in a separate setting, as will individualized services like occupational, speech, and physical therapy. The Forge will also follow the requirements outlined in students' IEPs when scheduling services during the school day. Service minutes may take place during daily intervention times like independent reading block, personalized learning block, and workshop block. Intervention groups will follow research-based strategies and will not exceed 12 students.

Monitoring Students' Progress

The Forge will monitor students' progress in reading and math using the assessment system outlined in the Assessment Section. Students with disabilities will also undergo progress monitoring related to their learning and behavior goals as determined by their IEP or 504 Plans. Learning specialists and Directors of Learning Support will employ and manage specific progress monitoring systems (TN Pulse) for individual students on a bi-weekly basis or as indicated by IEP.

f. If serving high school grades, describe how the school will determine which diploma type is appropriate for individual students with a disability. Detail how the school will ensure that students with a disability are not precluded from earning a traditional high school diploma.

Preparing for Graduation

The Forge maintains an inclusive classroom model, co-planning and co-teaching structures, and the interventions outlined above throughout the high school program. The Forge awards special education diplomas, occupational diplomas, and alternative academic diplomas for qualifying students as outlined in the Tennessee State Board of Education High School Policy 2.103. Discussion of our diploma types can be found in Section 1.2.

We intend to plan with families starting in middle school what life will look like after high school, including discussions about diploma types, high school course work, and ensuring that our data tracking is accurate as students meet items of Ready Graduate criteria beginning in Middle School. This will

happen as a part of the Student Blueprint (as discussed in previous sections) and annual IEP meetings to ensure that all students needs are met.

In addition to scheduling student services during personalized learning block, The Forge also offers the following courses to support students meeting required service minutes in the high school setting:

- Tier II English Language Arts Intervention (G01H24)[91] - Students may enroll in this course for 0.5 elective credit. Credits earned in this class cannot be applied to meet the elective focus requirement for graduation.
- Tier II Mathematics Intervention (G02H43) - This course follows similar guidance as Tier II English Language Arts Intervention (G01H24) above.
- Tier III English Language Arts Intervention (G01H19) - Students may enroll in this course for 0.5 elective credit. Credits earned in this class cannot be applied to meet the elective focus requirement for graduation.
- Tier III Mathematics Intervention (G02H22) - This course follows similar guidance as Tier III English Language Arts Intervention (G01H19) above.

g. Describe the process and methods for identifying English learners (EL) in compliance with SBE Rule 0520-01-19-.03. Describe the plan to ensure the school is appropriately staffed to maintain Individualized Learning Plans (ILPs) and support EL students' academic success. Detail the plan to monitor and track the ratio of ESL-licensed staff to maintain one licensed ESL teacher for every 35 EL students.

h. Describe the plan to ensure EL students receive supports as outlined in their ILPs and these supports are integrated into the school's daily schedule. Detail the process and methods for monitoring and evaluating EL students' progress toward completing the EL program.

The Forge provides inclusive, accessible educational programs for English Language Learners (ELLs) in accordance with Title IV of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, Every Student Succeeds Act, and state policies maintained by the Tennessee State Board of Education. The Forge's educational program provides ELLs with access to the same academic content and assesses students on the same academic standards as their native English-speaking peers. Classes at The Forge use English as the language of instruction and content is sheltered to be accessible for ELLs. The Forge anticipates approximately 18% of the student body to identify as ELLs.

Student Identification

Families will provide information regarding their student's language background during the registration process at The Forge. If the family indicates that a language other than English is spoken at home *and* if the family has not previously completed a Home Language Survey in another school or district, then The Forge will provide a Home Language Survey in English and in the family's preferred language. If the student's family indicates that a language other than English is primarily spoken by the student or in the

[91] Jensen, K. (2017, July). *Tier II English language arts and mathematics high school course approval.* Tennessee Department of Education. https://www.tn.gov/content/dam/tn/education/special-education/rti/rti_tier2_coursecodes_guidance.pdf

home, then The Forge will administer the ELPA21 Dynamic Screener to assess the student's current English proficiency levels. The Forge will use the results of the ELPA21 Dynamic screener to determine whether the student is eligible for English as a Second Language (ESL) services. Students are considered eligible for ESL services if…

- a student receives a score below 4 in any non-exempt domain, the student shall be identified as an EL student and receive a minimum of one (1) hour of ESL service each day from a teacher who holds an ESL endorsement unless the guardian chooses to waive Direct ESL Services.

To avoid overidentification or misidentification, The Forge will provide required testing accommodations or modifications for students with IEPs or 504 Plans during the ELPA21 Dynamic screener. Additionally, the Alt ELPA21 Screener may be given to students who 1) are entering a TN school with an IEP where Alternate Assessment have been indicated; or 2) the Student is entering a TN school with no IEP, and there is a preponderance of evidence that the students has or may have significate cognitive disability including adaptive needs. If a student receives a score below a 3 in any non-exempt modality, they will qualify for entry to services.

If a student is found to be eligible for ESL services, The Forge will create an Individual Learning Plan (ILP) for the student which includes the student's English language proficiency placement test level, score reports, language goals, recommended ESL services, and strategies, accommodations, and modifications to be used in the general education classroom and on state assessments.[92] The ILP is developed and maintained by language specialists in each grade level and is updated annually to reflect the student's progress. The Forge will communicate the student's placement and qualifying services to the student's family. Families have the right to refuse placement in ESL programs; even if families waive participation in ESL services, content-area teachers will continue to provide accommodations or modifications as outlined in the student's ILP.

Serving English Language Learners

The Forge maintains an inclusive classroom model in which content-area teachers and language specialists co-plan and co-teach to meet the needs of ELLs. In addition, The Forge uses Sheltered English Instruction (SEI) in general education classrooms to make grade-level academic content accessible to ELLs. The Forge uses English as the language of instruction and follows the Sheltered Instruction Observation Protocol (SIOP) model to guide Tier 1 instruction for ELLs. The SIOP model provides strategies for content-area teachers to help ELLs develop core academic language skills and participate equitably in disciplinary coursework, including but not limited to accelerated learning opportunities. Figure 1.9f demonstrates the eight core instructional features of the SIOP model:[93]

Figure 1.9f - The SIOP Model

COMPONENT	DESCRIPTION

[92] Tennessee Department of Education. (2018, November 9). *English as a second language manual.* https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf

[93] Echevarria, J., Vogt, M., & Short, D.J. (2000). *Making content comprehensible for English language learners: The SIOP model.* Allyn and Bacon.

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Lesson Preparation	Teachers create content and language objectives, develop accessible classroom materials, and adapt academic content to support students at all levels of language acquisition.
Building Background	Teachers connect academic content to students' backgrounds and experiences, clarify the link between previous and new learning, and introduce and reinforce key vocabulary throughout the lesson.
Comprehensible Input	Teachers clearly present content so that it is understood by ELLs This may involve adapting speech for students' proficiency levels, providing directions in simple sentences, and using visuals, gestures, and modeling to support student understanding.
Strategies	Teachers make classroom content accessible by scaffolding the content, using a variety of question types, and teaching students how to use strategies to monitor and demonstrate their own understanding.
Interaction	Teachers promote student-to-student and student-to-teacher interactions through strategic groupings, in-class opportunities for collaboration and discussion, and using wait time for students to clarify their thinking and language when sharing ideas.
Practice & Application	Teachers incorporate hands-on activities and materials in the classroom to help students access and apply their learning and practice language across each domain (i.e. reading, writing, speaking, and listening).
Lesson Delivery	The lesson is designed to engage most students (90% - 100%), uses appropriate pacing, and is structured so that students master the language and content objectives.
Review & Assessment	Teachers provide regular feedback to students on their understanding of content and use of language. Teachers also review key vocabulary and key academic content throughout the lesson.

ELLs will receive accommodations aligned to their ILPs. The content-area teacher and language specialist will work together to ensure that accommodations related to instruction, assessments, and the classroom environment are in place. These accommodations are provided alongside any related special education accommodations, modifications, or services for which dually classified learners are eligible according to their IEPs. Depending on the lesson, students will work with a content-area teacher or language specialist in a small-group setting during shared or independent work time. The content-area teacher and the language specialist will identify opportunities for small group instruction during the lesson planning process.

Section 1.8 - Special Populations

ELLs are eligible as a part of our RTI2 programming, for Tier II and Tier III instructional support based on their specific areas of need identified during the universal screening and benchmarking process. (See Section 1.7.) A language specialist and the Director of Language Support will consider students' language proficiency when assigning placement in Tier II and Tier III instruction.

ESL Services

Per the Tennessee Department of Education,[94] ELLs will qualify for ESL services based on students' most recent ELPA21 Dynamic Screener results. Middle school students at ELPA21 Levels 1-3 will receive 1-2 hours of direct service from an ESL-endorsed teacher daily, while middle school students at ELPA21 Levels 4-5 will receive up to 1 hour of direct service daily. In addition to support in the general education classroom, ELLs may receive services during Forge Forum, or an alternate block depending on their level of need.

High school students in ELPA21 Levels 1-2 can apply 2.0 credits of English Language Development ELA courses to the 4.0 credits required English courses for graduation. Students entering The Forge's program between ELPA21 Levels 1-2 will enroll in English Language Development ELA courses until they reach ELPA21 Level 3 or until they have earned 2.0 credits before enrolling in English I, English II, or English III. Students can continue to enroll in English Language Development ELA courses on an elective basis after applying 2.0 credits toward the state graduation requirement.

ILPs at a Glance

Similar to IEPs at a Glance, ILPs at a Glance will be unique to The Forge and emphasizes the need for teachers to quickly access and understand the essential information about a student's language learning needs. Items included at the ILP at a Glance include:

- **Student Information:** Name, grade level, native language(s), date of enrollment, and current English proficiency level (e.g., ELPA21 level).
- **Key Academic Needs:** Briefly outline the student's primary language learning needs, such as vocabulary development, grammar, reading comprehension, or oral language proficiency.
- **Key Durable Skills Needs:** from survey information/student voice regarding student experience, sense of belonging, and review of inventory of durable skill standards
- **Key Accommodations:** List key accommodations provided in the classroom, such as bilingual dictionaries, graphic organizers, or extended time on assignments.
- **Goals:** Briefly state 1-2 short-term goals related to the student's language development.

[94] English as a Second Language Manual – Revised October 2024, https://eplan.tn.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=2136172&inline=true

These will be shared yearly, or on an as-needed basis for teachers to ensure their access and support for all EL students.

Exiting ELLs[95]

Students at The Forge participate in ELPA21 Summative. Exiting from ESL service is based on a student's proficiency in all areas of language—listening, speaking, reading, and writing. English proficiency is based on attaining fluent English proficiency on the summative, spring ELPA21 Summative Assessment. EL students who score 4 or higher on all non-exempt domains on the ELPA21 Summative Assessment or score 3 or above in all non-exempt modalities of the Alt ELPA21 Summative shall be exited from Direct or Indirect ESL Services.

In adherence to Rule 0520-01-19[96], following exit, students are designated as Transitional ELs for four years to ensure continued academic success. These Transitional ELs are further categorized: the first and second years are labeled T1 and T2, during which monitoring is required, and the third and fourth years are T3 and T4. While all Transitional ELs are served in general education classrooms, T1 and T2 students receive focused monitoring for two years, with interventions provided if they struggle or fail to meet their Individual Learning Plan (ILP) goals. The state also requires a reclassification process for students who need to re-enter ESL services, which necessitates parent consent.

i. Describe the process and methods by which the school will appropriately identify at-risk students and specify how academic and behavioral data will aid in this identification. Describe the plan to monitor academic progress and address the learning needs of at-risk students. Detail the programs, strategies, and supports the school will use to ensure the success of at-risk students.

The Forge uses the Multi-Tiered Systems of Support Framework ("MTSS") to identify and support students who may be at-risk. The Forge's RTI^2 system works alongside recurring assessment and data review systems to identify students who will benefit from additional academic support, select the most appropriate interventions based on students' needs, and monitor the effectiveness of these interventions. Students may also require non-academic behavioral support according to RTI^{2}B.[97] Students may become eligible for Tier II and Tier III behavioral support using:

- Trends in students' attendance, grades, classroom referrals, and participation in the restorative culture process.
- Nomination from a student's advisor or grade-level team - identified through a regular cadence of data meetings
- Requests for support from the student or the student's family.

Behavioral interventions are designed to support students in developing prosocial behaviors and include following individualized structures for behavior, joining social skills groups, increased conferencing with

[95] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2024-sbe-meetings/may-31%2c-2024-/5-31-24%20VI%20C%20English%20as%20a%20Second%20Language%20Program%20Policy%203.207%20Clean.pdf
[96] Tenn. R. & Regs. 0520-01-19-.06. https://publications.tnsosfiles.com/rules/0520/0520-01/0520-01-19.20240910.pdf
[97] Tennessee Department of Education. *Response to instruction and intervention for behavior (RTI^2-B) framework.* https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2b_framework.pdf

an adult, following a check in / check out system, or following a personalized discipline contract. Interventions are applied consistently across the school community and are monitored using daily data inputs and regular family contact. Students eligible for Tier II behavioral support receive a student success plan and students eligible for Tier III may qualify for a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).

Unexpected circumstances may also place a student at sudden physical or psychological risk. The Forge maintains resources like a school nurse and a counselor / social worker to provide ongoing support to students in need and to coordinate assistance for students and families outside of school. The school-based leadership teams will also support students who may be facing homelessness,[98] require homebound instruction,[99] or are managing other forms of trauma. These concerns may be brought to the attention of the school-based leadership teams through a student's advisor, teachers, grade-level team, or through direct family contact with the school.

j. Describe the plan and procedures to identify intellectually gifted students. Detail the use of research-based instructional programs, practices, strategies, and opportunities to meet these students' academic needs. Explain how the school will monitor and evaluate the progress and success of intellectually gifted students

The Forge will follow a process for identifying and serving intellectually gifted students if it is deemed that students' academic needs exceed those provided in the general education classroom.[100] Upon enrollment at The Forge, families or the student's previous school will provide documentation of intellectually gifted IEPs. Intellectually gifted students are also identified through their performance on universal screener assessments or through the Child Find process described above. The Forge conducts annual audits to determine the inclusiveness of all academic and cultural programs and to avoid bias in the identification process for intellectually gifted students.

Intellectually gifted students follow IEPs, and their progress is monitored by a learning specialist with qualifications in gifted education. The Forge's project-based model allows for student learning to be differentiated to meet the needs of intellectually gifted students.[101] In this model, intellectually gifted students can accelerate their learning, pursue individual interests, work with peers in homogenous groups, participate in explorations, and exercise creativity and choice in the classroom.[102] Intellectually gifted students benefit from The Forge's inclusion model and are supported by content-area teachers and learning specialists to extend their learning. The Forge also offers formal accelerated learning opportunities for students beginning with Algebra I in 8th grade and expanding to a range of Advanced

[98] Tennessee Department of Education. (2021). Local education agency (LEA) requirements for the McKinney-Vento Homeless Education Assistance Act. https://www.tn.gov/content/dam/tn/education/cpm/title/title_10_lea_requirements.pdf

[99] Tennessee State Board of Education. (2020, May 29). *Homebound instruction.* https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/policies/4000/4206_Homebound%20Instruction_Current_Accessible.pdf

[100] Stinson, C., & Mumpower, J.E. (2021, April). *Gifted education in Tennessee.* Tennessee Comptroller of the Treasury: Office of Research and Education Accountability. https://comptroller.tn.gov/content/dam/cot/orea/advanced-search/2021/GiftedBrief.pdf

[101] National Association for Gifted Children. (2014, March 22). *Position statement: Differentiating curriculum and instruction for gifted and talented students.* https://www.nagc.org/sites/default/files/Position%20Statement/Differentiating%20Curriculum%20and%20Instruction.pdf

[102] National Association for Gifted Children. (2021). *Traits of giftedness.* https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals/traits

Section 1.8 - Special Populations

Placement courses in 11th grade. Finally, intellectually gifted students receive services as outlined in their IEPs, which may include effective instruction,[103] counseling, or other related services as appropriate.

Section 1.9 - Conversion Charter School Planning (Required if Answered "Yes" to Sponsor History and Intent Question 12)

N/A

[103]Cavilla, D. (2019). Maximizing the potential of gifted learners through a developmental framework of affective curriculum. *Gifted Education International, 35*(2), 136-151.

Section 2 – Operations Plan and Capacity

Section 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.

Size and Composition:

The Forge School's governing board is an independent board that includes community leaders and individuals with varied expertise, related skills, and interests. Following the bylaws, the number of directors if not fewer than (3) or greater than fifteen (15).

This size supports well-functioning committees capable of accomplishing significant work between meetings while remaining a manageable size needed to reach a consensus without excessive debate and time. The initial governing board is currently composed of five members, with one ex-officio, non-voting member. Current Board members have collective expertise as members hold a diverse set of knowledge and skills with experiences in industry, non-profit, compliance, finance, marketing, human capital, public relations, community outreach, fundraising, and education. For a more robust look, please see Table 4, as requested, below. As of time of submission, we will add a parent representative for the board in the first year. We anticipate adding 3-6 additional board members with various expertise prior to opening.

Here is a table that lists our current members:

NAME	CURRENT ROLE	AREA OF FOCUS / EXPERTISE
	Job and Employer	*Ex: Legal, Real Estate, Finance, etc.*
Sara Nelson Tuttle	Fellow, Nashville Incubator	Education, Parent and Community outreach, Personnel and Human Capital, Organizational Management
Wood Campbell	Principal, Southeast Venture	Facilities and Development, Industry, Engineering, Human Capital
Shelby Goodfriend	Director of Facilities, Nashville Incubator	State Compliance, Industry, Facilities, School Operations
Larry Atema	CEO, Commonwealth Development Group	Finance, Industry, Human Capital, Marketing, Public Relations, Operations
Erin Hewgley	Director of Operations, The Forge Nashville	Operations, Human Capital, Marketing, Industry, Technical Skill, Community outreach, Non-profit, Fundraising
Shelby Doyle	Senior Vice President of Policy & National Partnerships, National School Choice Awareness Foundation	Education, Community outreach

At the time of submission, The Forge is continuing to recruit board members, specifically with the expertise in legal, post-secondary education, and other industry support. Either by education, resumes,

or current position, many of our governing board's experiences touch our ACE pathways providing additional knowledge and insight to the core of our work.

Candidates are typically referred by an existing board member. One of the Board's responsibilities is to grow Board membership and ensure that The Forge School has access to relevant expertise. Once a candidate is nominated, the nominee's professional background, community involvement, and commitment to The Forge is reviewed by current members of the Board of Directors, go on a school tour, and then the Executive Director and Board Chair recommend moving forward or holding on to a candidate. To be confirmed as a governing board member for The Forge School, nominees must receive a majority vote from the existing Board of Directors.

To foster The Forge School's Board, there is an agreed set of expectations to foster the board's capacity and the school's success through oversight, networking, advocacy, and financial management. Board members have the expectation to identify and introduce at least one new person to The Forge School each year; communicate with public officials and advocate for support of the school; and make a meaningful contribution to the school as needed. The Forge Board will also provide expert advice, attendance special events, and encourage our mission for students to the highest extent. Below is a full overview of the responsibilities of a Board Member.

- Affirm and uphold the mission, goals, and objectives of the charter school network.
- Provide leadership to board committees and subcommittees.
- Help develop and approve the annual budget, or any financial purposes as stated in the bylaws and financial policies
- Contribute to fundraising efforts.
- Evaluate the Executive Director's performance.
- Ensure network schools adhere to the charter's mission and goals.
- Hold the Executive Director accountable for academic success and fiscal responsibility.
- Make informed decisions on issues brought before the board.
- Handle complaints and disputes in accordance with established procedures.
- Review and act on committee recommendations.
- Identify and attract resources and talented individuals to the mission of The Forge School
- Advocate for the school's interests in all settings to establish partnership with community organizations, institutes, and nonprofits

Outlined in the boards' by-laws, the composition of the board shall be the following: Board Chair, Vice Chair, Secretary, and Treasurer. Each board officer's duties are listed below:

Chair: Collaborate closely with the executive director; preside over all member and board of director meetings; Approve the execution of deeds, mortgages, bonds, contracts, or other instruments delegated by the board, bylaws, or statute; Fulfill additional duties assigned by the board and assume the responsibilities of the vice chair.

Vice Chair: The Vice Chair will step in and assume the duties of the chair when the chair is unavailable or unable to fulfill their responsibilities. This includes presiding over meetings and making decisions on behalf of the board.

Secretary: The secretary will Provide notices as outlined in the bylaws or required by law; verify and maintain meeting minutes for members and the board of directors; Safeguard corporate records and documents, as necessary; Maintain a register of member, director, officer, and employee addresses; Fulfill tasks assigned by the president or board of directors

Treasurer: The treasurer will work very closely with our back-office financial team and the Operations Team, including the Executive Director and Community Partnerships and Operations, Director to Oversee the organization's finances, including budgeting, accounting, and reporting; Ensure financial health by monitoring income and expenses, and managing cash flow; Make recommendations on financial strategies, investments, and fundraising initiatives; Review financial reports to identify trends, potential risks, and opportunities for improvement; Comply with all relevant financial regulations, tax laws, and accounting standards; Collaborate closely with the executive director and finance team to achieve financial goals; Provide financial advice to the board and executive team; Sign checks and authorize payments, if necessary; Oversee audits to ensure financial accuracies.

Parent Representative: Held by a parent whose child is currently enrolled at The Forge School, the member will lend key parent voice and representation at meetings.

It is important that the members of our Board and residents who represent our diverse school community. Active representation ensures that the members have the experience required to provide oversight of the school's academic, finance, and operations to become a success within the community. The Board is a diverse set of stakeholders - ethnicity, age, race, gender, socio-economic background, family structure, etc. - but have shared values of the school.

Representation: The board ensures active and effective representation of key stakeholders through the following:

- **Tennessee Open Meetings Act:** All Board meetings are open to the public and stakeholders are encouraged to attend. Board meeting dates, times, agenda, minutes, and policies are published on the website. At the time of submission, meetings will be held monthly.
- **Ex-Officio Representation:** The Executive Director serves as an ex-officio member of the Board; this role on the Board ensures that the school is represented.
- **Stakeholder Input:** The Forge School will regularly survey students, families, and staff members to solicit feedback and input. Survey results and key highlights will be shared with the Board.

Committees:

As a part of the board's bylaws, the board may appoint a standing or special committee. At the time of submission, the board has appointed the following standing committees along with their scope of work: We will have the following committees as we begin:

a. Academic: Reviews curriculum to ensure alignment with the mission, recommends policy changes for academic initiatives, participates in program development and evaluations

b. Community Engagement and Partnerships: Engages community stakeholders to achieve outcomes, deepen relationships. The main tasks of this committee are to spread the mission and

vision of the school and ensure that The Forge School is recognizable and aligned with community initiatives and needs.

c. Finance: Supports to draft out the annual operating and capital budgets; reviews monthly financial positions including revenues and expenditures to the board; provides advice to the board and school leadership about financial matters.

d. Governance: Provide oversight, monitoring and evaluation.

b. Explain how the board will evaluate the success of the school, the school leader, and its own performance.

Measuring Success
To ensure student success, the board measures the success of the school, the school leader, and their own performance.

For a high level of evaluation, the board reviews the success of the school and the leader through data reviewed during the monthly meeting cadence. Data supports the academic, operations, culture, and financial snapshots of data. While much of this data will be reviewed as a part of committee meetings, committees may share a synopsis of information out during the Board Meeting or bring details up for further discussion. Below is an overview of sample data that will be discussed:

- **Academics**: This is to ensure that the school is an academic success and on track to meet the full vision of the school. Data includes annual performance goals, student growth and achievement data, classroom grades, educator effectiveness
- **Financial**: This is to ensure that the school is in good fiscal health. Data includes strategic priorities and budget needs, selection of auditor and review of the annual audit, cash on hand, enrollment variances, operating margins, unrestricted fund balance, unrestricted net assets and debit, budget variances. Data as discussed during finance may also include building out a fundraising and development strategy.
- **Operational and Cultural**: This is to ensure that the school is an effective organization. Attendance, disciplinary actions, survey data (staff, students, parents), and enrollment data.

School Leader Evaluation

The Board of Directors will assess the Executive Director through a comprehensive annual evaluation, drawing from various assessment measures from staff, students and families. Using these data, the Board will analyze outcomes against yearly goals. The Board Chair will lead the evaluation process with the support of committee members. Members of the evaluation committee will receive comprehensive training in Tennessee's TEAM evaluation. The Board will provide the Executive Director with the support, resources, guidance and coaching.

The annual evaluation process is outlined below:

Each April:
The Board Chair will begin the process of conducting an annual evaluation of the Executive Director, which include:

- Overseeing the evaluation process and ensuring the proposed timeline is followed.

- Collecting data from all stakeholders and providing a summary of it to the Governance Committee, full Board and Executive Director, and
- Meeting with the Executive Director to review data, findings and develop a strategy for growth based on presented data.

The Governance Committee will oversee the following areas:

- The Executive Director's vision and goals for the school year.
- Formative feedback process; and
- Final evaluation

Executive Director Goals:

- The Executive Director and Governance Committee will create a set between 3 and 5 high-level goals. The goals will be presented by the Executive Director to the Governance Committee. Each year, annual goals will adjust based on the school's needs and will include explicit and quantitative measurements of academic achievement goals as listed in Section 1.3, Assessments.
- The Governance Committee will oversee an end-of-year survey with identified stakeholders that are directly focused on the Executive Director's yearly goals.

Formative Feedback:
The Governance Committee and Executive Director will develop targeted areas of feedback collection. Potential areas include:

- Meeting or exceeding academic performance goals
- Level 3 or higher on the TEAM Administrator Evaluation
- An analysis of a 360-degree feedback survey from the Board and Leadership team (e.g. Assistant Principals, Directors, Deans).
- School culture surveys (family and student feedback)
- The Governance Committee will engage in formal interviews with selected staff members as a means to gather qualitative input on the focus areas. Interviews will occur throughout the school year; and
- The Board Chair (head of the Governance Committee) will collect the formative data and frequently communicate it to the Executive Director to inform support plans that target growth areas, as needed.

Final Review:

- The Governance Committee will gather data pertaining to the Executive Director's goals and formative feedback and share directly with the Executive Director at the end of the year.
- Based on the identified needs that emerged from collected data, the Governance Committee will develop and propose a support plan for the Executive Director.
- The Governance Committee will provide recommendations to the Board regarding the employment status and compensation of the Executive Director.

It's important to note that the Board views Leader evaluation as an ongoing process. Given that the Executive Director's primary functions are to oversee a robust and high-quality academic program, purposeful and strategic growth and operational sustainability evaluation and feedback cannot be a one-time occurrence and instead will be included as a part of scheduled board and committee meetings.

Section 2.1 - Governance

Board Retreat

Each year at the scheduled Board Retreat, the board will self-reflect on important topics, such as reviewing stakeholder representation; selecting and orienting new board members, as necessary; the monitoring of the organizational health; and board operations, including meetings, and relationships with the Executive Director. This time is where the board will reflect on past goals and set new goals for the year ahead, including a self-evaluation.

Describe how the board will develop over time. Explain plans for recruiting board members with identified skills and addressing board member attrition.

- **c. Describe the training or orientation new board members will receive. Detail the ongoing development will existing board members receive. Note that T.C.A. § 49-13-111(o) requires all annual board training to be approved by the State Board of Education; documentation of this training must be provided to the authorizer.**
- **d. Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.**
- **e. List all current and identified board members and their areas of focus or expertise in Table 4: Board Members. Add rows as needed.**

Board Training

It's essential for Tennessee charter school board members to stay informed about the latest regulations and best practices. By completing the required training, board members can effectively fulfill their roles and contribute to the success of their schools. Tennessee State Board Rule 0520-14-01-.07 outlines specific training requirements for charter school governing body members. These requirements vary based on whether you're a new or experienced member. The Forge School board plans to adhere to all regulations and document the training to ensure compliance with our authorizer via submission as directed.

Creating a high quality and high functioning Board of Directors is essential to the success of a new start charter school. In addition to forming a high-quality board with leadership experience in various architecture, construction, engineering fields, facilities, communications, and nonprofit leadership, we are committed to ensuring this board receives high quality training each year that is specifically tailored to not only meet the state requirements, but also the needs of a new start charter school. We know that the tendencies of start-up boards is the defer a lot of decision making to the Executive Director and so it is our expressed goal to create the right balance of support and accountability. We have partnered with Tennessee Charter School Center (TCSC) to receive this training that will be provided in partnership with the Nashville Incubator that is focused on supporting founders and boards in the start-up period. The topics of these trainings are:

a. Building a Highly Effective Charter Board
b. Governance and State Law
c. Board Recruitment and Maintenance
d. Support and Accountability for ED
e. Great Board Members and Board Meetings
f. Preparing for Growth and Change

Section 2.1 - Governance

These courses have been submitted for approval to the State Board of Education to count for the required yearly board training sessions and include assessments and feedback to continue to make the board better. This board training will cover the 6 hours of required training for new board members and will be tailored and delivered to meet the 4-hour yearly requirements of returning board members as well. In total, all members of the board will receive the required state training plus additional training hours including school walkthroughs and observations. Additionally, the Incubator will be holding Board Chair training cohorts to ensure that Board Chairs are prepared to evaluate and support effective school leadership. This cohort includes school observations, walkthrough, and support in annual and strategic planning. Since this program is still in the approval process as a member of the TCSC we will be able to access their approved board training in partnership with Board on Track as a potential back up.

Complaints:

The Board recognizes that effective school governance requires that the primary responsibility for issues involving student discipline, curriculum, assessment, and other day-to- day decisions regarding school management lies with the faculty, staff, Principals and Executive Director at The Forge School. The Board believes that these individuals are best suited to resolve conflicts that arise with respect to these issues.

Our goal is to provide a timely response to any complaint that may arise with a family, staff, or community member. The complaint process will be listed on our website and included as a part of our Family Handbook and Personnel Handbook.

To address parent and student concerns efficiently, we have set–up the following process:

1. **Initial Contact:** A parent shall discuss any issues directly with the teacher or appropriate administrator.
2. **Principal's Involvement:** If issues remain unresolved, contact the principal.
3. **Executive Director's Review:** If the principal cannot resolve the issue, a parent may contact the Executive Director.
4. **Board Chair:** As a final step, a parent may bring unresolved complaints to the Board Chair. The Board Chair may discuss details with the parent, and if necessary, bring any topics up for discussion with the board.

To ensure consistent communication and resolution, teachers may notify administration of any parent or student complaints; and any written communication to resolve disputes shall come from the Executive Director or the Governing Board.
Similar to the protocol above, an employee or community stakeholder may use the following process:

1. **Initial Contact:** An employee shall discuss the issue with your immediate supervisor.
2. **Department Head:** If the issue remains unresolved, contact your department head.
3. **HR Department:** If the issue persists, contact the HR department, if necessary.
4. **Executive Leadership:** As a final step, escalate the issue to executive leadership, including the Executive Director and/or the Board Chair.

Section 2.1 - Governance

Provide the following documents as attachments:

- **Articles of Incorporation as Attachment G**
- **Proof of non-profit and tax-exempt status as Attachment H**
- **By-laws as Attachment I**
- **Code of Conduct as Attachment J**
- **Conflict of Interest Policy as Attachment K**
- **Board member resumes or biographies as Attachment L**
- **Board policies (including frequency of meetings, open meetings, and open records) as Attachment M**

All documents can be found in Attachments G through M.

Table 4: Board Members

Name	Address	Current Role	Area of Focus / Expertise	Board Position	Proposed Total Term Length
		Job and Employer	Ex: Legal, Real Estate, Finance, etc.	Ex: board chair, other officer, parent representative, ex officio member	
Sara Nelson Tuttle	104 Woodmont Blvd, Suite 310 Nashville, TN 37205	Fellow, Nashville Incubator	Education, Parent and Community outreach, Personnel and Human Capital, Organizational Management	Proposed Executive Director (Ex-Officio Member)	Ongoing
Shelby Goodfriend	104 Woodmont Blvd, Suite 310 Nashville, TN 37205	Director of Facilities, Nashville Incubator	State Compliance, Facilities, School Operations	Board Chair	Two (2) year terms
Erin Hewgley	217 Willow St, Nashville, TN 37210	Director of Operations, The Forge Nashville	Operations, Human Capital, Marketing, Industry, Technical Skill, Community outreach, Non-profit, Fundraising	Secretary	Two (2) year terms
Larry Atema	115 Southeast Parkway Court Franklin, TN 37064	CEO, Commonwealth Development Group	Finance, Industry, Human Capital, Marketing, Public Relations, Operations	Treasurer	Two (2) year terms
Wood Caldwell	4030 Armory Oaks Drive Nashville, TN 37204	Principal, Southeast Venture	Facilities and Development, Industry, Engineering, Human Capital	Member	Two (2) year terms
Shelby Doyle	104 Woodmont Blvd, Suite 310 Nashville, TN 37205	Senior Vice President of Policy and National Partnerships, National School Choice Awareness Foundation	Education, Community Outreach	Member	Two (2) year terms

Section 2.2 - Facilities

a. Describe the facility needs for the proposed school based on its academic focus, academic plan, and projected enrollment. List requirements such as number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.

At full growth, The Forge will require a facility designed to support both academic and Career and Technical Education (CTE) programs which will require approximately 95 square feet per student. This will accommodate both general education spaces, science labs, and dedicated CTE spaces (labs and maker spaces), as well as an allowance for hallways. This facility will be designed to provide an integrated learning environment that supports academic achievement, career readiness, and student well-being.

As outlined further below, we are partnering with Level Field Partners, an organization that specializes in helping charter schools identify, secure, renovate, and occupy suitable facilities. Through this collaboration, we will engage a local architect with extensive expertise in school facility needs, space planning, and building codes to ensure our facility meets all student and programmatic requirements while fully complying with all regulatory standards.

The following chart and narrative below details the facility requirements for The Forge, aligned with our educational model and projected enrollment. Below is supporting information that discusses each space.

Educational Spaces:

- Classrooms: Envisioned as adaptable "Workshops," each classroom (initially 8, expanding to 35 by Year 4) will be equipped with flexible furniture arrangements – modular desks and tables that can easily reconfigure for individual work, small group collaboration, or larger team projects. Integrated technology will be paramount, with interactive whiteboards, ample power outlets for student devices, and dedicated storage for project materials.
- Science Labs: Science labs (initially 2, growing to 6) will be more than traditional science classrooms. We envision flexible lab stations equipped with modular equipment that can be adapted for experiments. Safety will be a top priority, with appropriate ventilation, safety equipment, and designated areas for specific types of experimentation.
- Makerspace: The heart of The Forge School's hands-on learning, the Makerspace (initially 1, expanding to 3) will be a dynamic and well-equipped fabrication and prototyping hub. Initially, we envision it housing 3D printers, laser cutters, basic woodworking and metalworking tools, and ample workspace for model building and assembly. As the school grows, we anticipate adding more advanced equipment relevant to construction trades (e.g., power tools, surveying equipment simulators) and engineering prototyping (e.g., robotics kits, electronics workstations).
- Pathway Labs: A Pathway Lab is a specialized facility designed to provide students with practical, hands-on experience relevant to architecture, construction, and engineering. These dedicated spaces

(initially 2, growing to 6) are equipped with industry-standard tools, materials, and technologies, enabling students engage directly with the processes and workflows of ACE professions. By simulating real-world scenarios, such as model building, structural analysis exercises, surveying practices, or construction technology applications, the Pathway Lab will allow an immersive hands-on approach for our classroom instruction.

Assembly Spaces:

- Multipurpose Space: This versatile area will serve as a central gathering space for school-wide assemblies, student presentations, and community events. We envision it equipped with flexible seating arrangements and audio-visual technology. Recognizing the physical aspects of construction and the need for large-scale model displays, we assume ample floor space and potentially high ceilings. Given its central role and capacity to host large gatherings, the Multipurpose Space will likely also function as the school's cafeteria and physical education space, particularly during the initial phases. These dual purposes, while offering space efficiency, may present challenges. The frequent transformation between dining and PE configurations will require significant logistical planning and effort for setup, teardown, and storage.
- Food Prep/Adjusts: This functional space will be designed to support the school's food service needs. It will include necessary kitchen equipment for serving meals, in compliance with Health Department Standards, as well as storage for food supplies.

Admin Spaces:

- Main Office: A central office, with reception areas and administrative workstations
- File Room: Dedicated space for secure storage of student records and school documents
- Conference and Reception: A space for meetings with parents, industry partners, and other stakeholders
- Counselor: Private office space for student counseling, academic advising, and college/career guidance.
- Nurses Clinic: A dedicated health services space.
- Storage: General storage areas for supplies, equipment, and materials throughout the school.

Other Spaces:

- Security and Reception: A point of entry to ensure student safety and manage visitor access.
- Student Restroom: Adequate and accessible restroom facilities for students, scaled to growing enrollment.
- Adult Restroom: Separate restroom facilities for staff and visitors.
- Custodial Facilities: Dedicated spaces for cleaning supplies and equipment
- Storage: Additional storage spaces for various needs throughout the school.
- Mother's Room: A private and comfortable space for nursing mothers.

Plumbing Needs & Hallways:

The planned number of staff toilets, student toilets, water fountains, and service sinks will be strategically

located throughout the building to meet the needs of the increasing student and staff population. This number is approximate per the requirements, but the facilities team is aware of additional requirements should the school be located in a multi-level building. Hallways, comprising a significant portion of the overall square footage, will be designed to facilitate efficient and safe student movement between classrooms and specialized spaces, with adequate width to accommodate peak traffic times and accessibility requirements.

THE FORGE SCHOOL

Space Needs

Grades Served	6, 9	6, 7, 9, 10	6, 7, 8, 9, 10, 11	6 - 12
Number of Students	240	480	715	825
Assumption of Sq Ft Per Student	95	95	95	95
Minimum Sq Ft	22,800	45,600	67,925	78,375
Max students per class	25	25	25	25

		Y1 2026-27		Y2 2027-28		Y3 2028-29		Y4 2029-30	
Room Type	Sq Ft Each	QTY	SQ FT	QTY	SQ FT	QTY	SQ FT	QTY	SQ FT
Educational Spaces									
Classrooms	800	8	6400	19	15200	28	22400	35	28000
Science Labs	1,000	2	2000	4	4000	6	6000	6	6000
Makerspace	1,500	1	1500	2	3000	3	4500	3	4500
Pathway Labs	2,000	2	4000	4	8000	5	10000	6	12000
Total Educational Space SF		**13**	**13,900**	**29**	**30,200**	**42**	**42,900**	**50**	**50,500**
Assembly Spaces									
Food Prep	Adjusts	1	500	1	1000	1	1500	1	1500
Multipurpose Space	2000	1	2000	1	2000	1	2000	1	2000
Gymnasium	4000	0	0	0	0	1	4000	1	4000
Total Assembly Space SF		**2**	**2,500**	**2**	**3,000**	**2**	**7,500**	**2**	**7,500**
Admin Spaces									
Main Office	250	1	250	1	250	1	250	1	250
File Room	80	1	80	1	80	1	80	2	160
Offices	100	2	200	8	800	10	1000	10	1000
Conference and Resource Spaces	80	2	160	6	480	8	640	10	800
Nurses Clinic	150	1	150	1	150	1	150	1	150
Total Admin Space		**7**	**840**	**17**	**1,760**	**21**	**2,120**	**24**	**2,360**
Other Spaces									
Security and Reception	400	1	400	1	400	1	400	1	400
Student Restroom	400	2	800	4	1600	6	2400	8	3200
Adult Restroom	80	1	80	2	160	2	160	2	160
Custodial Facilities	80	1	80	2	160	2	160	2	160
IT Closet	80	1	80	1	80	1	80	1	80
Storage	80	2	160	6	480	8	640	8	640
Mother's Room	80	1	80	1	80	1	80	1	80
Total Other Space		**9**	**1,680**	**17**	**2,960**	**21**	**3,920**	**23**	**4,720**

Plumbing Needs

	Y1 QTY	Y2 QTY	Y3 QTY	Y4 QTY
Minimum Required Per Code				
Student Toilets	5	10	15	17
Staff Toilets	1	1	2	2
Water Fountains	3	5	8	9
Service Sinks	1	1	1	1

Hallways

Area	% of Overall	Y1 SQ FT	Y2 SQ FT	Y3 SQ FT	Y4 SQ FT
Hallways	17%	3,876	7,752	11,547	13,324

Totals

	2026-27 SQ FT	2027-28 SQ FT	2028-29 SQ FT	2029-30 SQ FT
Educational Spaces	13,900	30,200	42,900	50,500
Assembly Spaces	2,500	3,000	7,500	7,500
Admin Spaces	840	1,760	2,120	2,360
Other Spaces	1,680	2,960	3,920	4,720
Hallways	3,876	7,752	11,547	13,324
Rounded - Total	**22,800**	**45,700**	**68,000**	**78,400**
Price Per Sq Ft	$23.50	$326,650.00	$709,700.00	$1,008,150.00	$1,186,750.00

Section 2.2 – Facilities

b. Explain how the above-described facility and tenant improvement costs were determined and describe how the improvements are included in the proposed school's operating budget.

The process of determining facility and tenant improvement costs is inherently variable, but we have engaged with Nashville's foremost experts in school facilities and finance to ensure that our projections are accurate and realistic. In collaboration with our team, local supporters, recently authorized schools, and both local and national experts in school facilities, we have developed a detailed budget plan for the proposed school's development.

Additionally, the support of the Nashville Incubator has provided us with a unique opportunity to gather real-time data from founders who are opening schools in August 2025. This invaluable insight allows us to continuously adjust our cost estimates to reflect the most current market trends and operational realities. By leveraging this data, we are able to ensure that our budget projections remain both accurate and responsive to the evolving landscape, further enhancing the reliability of our financial planning and decision-making processes.

Our cost projections are based on extensive input from this group of advisors, and the following assumptions were made:

- **Upfront Tenant Improvements**: An initial investment of $650,000 for necessary improvements to the leased space.
- **Lease Rate**: A lease rate of $23.50 per square foot, based on current market conditions in the area.
- **Utilities and Janitorial Services**: An additional $4.75 per square foot to cover utilities ($2.25) and janitorial services ($2.50).
- **Space Utilization**: An escalating use of space corresponding to increases in student enrollment over time - with 95 sq ft allocated per student
- **Furniture, Decor, and Infrastructure**: These costs are based on bids received from other schools in Nashville currently in the process of opening, ensuring that our estimates are grounded in real-world examples.

Given current market trends, we believe our estimates are conservative. To ensure financial stability and flexibility, our facilities planning team has also initiated discussions with local and national lenders to secure funding for both long-term and short-term needs, should actual expenses exceed the projected budget.

These improvements and related costs will be integrated into the school's operating budget. As the school grows and enrollment increases, expenses for utilities, janitorial services, and facility maintenance will adjust accordingly. Additionally, ongoing facility costs will be managed carefully to ensure sustainability while meeting the evolving needs of the school.

Section 2.2 - Facilities

c. Describe the board or school leadership team's experience in facility acquisition, management, and renovation/ construction management. Detail which members of the school's board and leadership team will manage the facility acquisition process.

The Forge School has a dedicated team of foremost experts working tirelessly to support our facilities plan. This team is composed of staff, board members, supporters, and skilled contractors. Specifically, our Facilities Team includes:

- Staff:
  - Sara Tuttle, The Forge Founder and Proposed Executive Director
- Board Members:
  - Shelby Goodfriend, The Forge Board Chair and Nashville Incubator Director of Facilities
  - Wood Caldwell, The Forge Board Member and Founder and Principal at Southeast Venture
  - Larry Atema, The Forge Board Member and Founder and CEO of Commonwealth Development Group
- Contractors:
  - Greg Barro, Broker at Southeast Venture
  - Lewis Agnew, President of Charles Hawkins Co
  - Jake Morris, Senior Vice President at Charles Hawkins Co.,
  - Mark Zeizel, Senior Vice President at 22Beacon (Formerly Charter Schools Development Corporation)[104]
  - Jimmy Henderson, Partner at Level Field Partners

The Forge's governing board brings extensive experience in facility acquisition, management, and renovation/construction, ensuring the success of the facility acquisition process.

Sara Tuttle, the founder, and proposed Executive Director (ex-officio on the Governing Board), was previously on the founding administration team for Lincoln High School in Seattle Public Schools, as Lincoln HS engaged in an extensive remodel and addition to a building from the 1920s. She was an active voice with the design team and community collaboration of the project with the goal to engage the community to support a diverse, modern school model that supported flexible and innovated spaces to meet the Project Based Learning model. Her work included working with architects, construction managers, and designers for successful completion. This project renovation was over the course of 3-years, which needed intensive operational planning and backwards mapping to ensure students' needs were met.

Wood Caldwell, a principal at Southeast Venture with a background in Civil Engineering, will bring over 40 years of experience in commercial real estate development and sales. With expertise in site identification, acquisition, zoning, municipal approvals, design, and construction management, Wood's involvement will be critical in navigating the facility acquisition process and ensuring that all legal, regulatory, and design

[104] https://www.22beacon.org/who-we-are

aspects are seamlessly addressed. His leadership and extensive track record, including high-profile projects such as 12 South Flats and Silo Bend, further strengthen the team's ability to manage the facility's development successfully. Wood has also served on previous charter school boards and his knowledge of charter budgets, facilities, and planning for a large multi-state (7 schools) charter school network (RePublic Schools) providing support in the acquisition process.

Larry Atema, the Founder and CEO of Commonwealth Development Group, will also play a crucial role in the facility acquisition process. With over 30 years of experience in construction management, Larry's leadership has overseen high-profile projects such as the Music City Center, Ascend Amphitheater, and Austin Peay University. Commonwealth Development specializes in providing project management services and owner's representation, offering a wealth of expertise in the construction and renovation of specialized real estate projects, including the evolvement of public spaces. This experience will be pivotal in ensuring the successful acquisition and development of the school's facility.

Shelby Goodfriend, the Director of Facilities at the Nashville Incubator, has a robust background in both education and construction. In her current role, she sources and provides development expertise on site viability, financing, codes, and more, helping fellows deepen their knowledge and understanding of charter school facility planning and financing. Additionally, she plays a key role on the planning team, where she contributes to site sourcing and oversees the planning and execution of due diligence. Shelby brings a proven track record of delivering high-impact results in her role as Director of Facilities. She has successfully guided Invictus Nashville Charter School, Encompass Community School, and Nurses Middle College Charter School through the complex process of securing and developing their facilities. Each project has remained under budget, with construction timelines carefully managed to ensure all schools open as scheduled. Shelby's expertise in facility planning, vendor coordination, and budget oversight has been instrumental in creating cost-effective, well-executed spaces that support student success from day one. As Director of School Operations at Intrepid College Prep, she spearheaded significant renovation projects and played a key role in the school's successful expansion. Additionally, Shelby's experience extends to commercial construction, where she managed multiple renovation projects and new store launches for The Escape Game, ensuring 100% on-time delivery. Shelby also served as the Director of Charter Schools for the Tennessee Department of Education, where she worked closely with state education agencies and charter operators across Tennessee.

Additionally, many of the contractors that are supporting our work have successful relationships and facility supports for charter schools across Tennessee:

- Greg Barro, Broker at Southeast Venture, Represented Aventura and Nurses Middle College
- Jake Morris, Senior Vice President at Charles Hawkins Co., Represented Encompass
- Mark Zeizel, Senior Vice President at 22 Beacon, (Formerly Charter Schools Development Corporation)[105] , exclusively works with charter schools

[105] https://www.22beacon.org/who-we-are

Section 2.2 – Facilities

Together, the school team, governing board members, and contractors form a highly experienced team that will manage the facility acquisition, renovation, and construction process, leveraging their combined expertise in education, commercial real estate, and specialized real estate projects, to ensure the project is completed efficiently, on time, and in alignment with the school's mission and needs

d. Describe the process and timeline for identifying and securing a facility, including any brokers or real estate consultants employed to assist in finding a facility. Include a contingency plan for alternative facilities if the primary location becomes unavailable or acquisition is unsuccessful.

The process of identifying and securing a facility for the school will be a carefully planned, multi-step approach, with a timeline of approximately 6-12 months to ensure all needs are met and the project stays on track. This work is already underway with the support of the Nashville Incubator, Southeast Ventures, and Charles Hawkins.

Additionally, Mark Zeizel, Senior Vice President at Charter Schools Development Corporation (CSDC), will play a central role in managing the facility acquisition process. Mark has extensive experience in real estate development, financing, and construction management, having overseen CSDC's Turnkey Development Program for charter schools in the Eastern U.S. since 2013. His responsibilities include initial underwriting, credit analysis, securing project financing, and managing the development and construction process from predevelopment through project delivery. In addition, Mark provides ongoing technical assistance and portfolio monitoring for charter school clients. His expertise will be invaluable in ensuring that the acquisition and development process aligns with the school's strategic needs, budget, and long-term goals.

CSDC, as a nonprofit real estate developer, will also be involved in managing the overall facility acquisition process, offering customized solutions for charter schools. The organization specializes in guiding schools through site selection, acquisition, financing, and construction, using its "lease-to-own" model to provide schools with a clear pathway to facility ownership. CSDC has developed over 8.4 million square feet of educational facilities and has a strong track record of delivering cost-effective, high-quality facilities for charter schools. Their team will provide strategic real estate development support, financial modeling, and construction oversight throughout the entire process, ensuring that the school is equipped to manage its facility from initial planning through project completion.

Together, Mark Zeizel and CSDC's team will manage the acquisition, financing, and construction efforts, while the school's leadership will be engaged in overseeing the process to ensure alignment with the school's educational goals and financial sustainability.

Phase 1: Site Identification (1-3 months)
Phase 1 includes identifying potential facilities that meet the school's space, location, and regulatory requirements. This will include evaluating existing properties, considering factors like size, layout, parking, and accessibility. We have engaged Greg Barro, a commercial real estate professional at Southeast Venture, who specializes in site selection, negotiation, and acquisitions. His expertise in landlord-tenant representation and commercial land sales will help identify the most suitable options for the school. Most

recently, Greg secured an incubation facility for Nurse's Middle College, leading to a reduced need for

costly tenant improvements initially projected by other brokers. Greg will also assist in evaluating zoning and property use, ensuring all properties meet the school's needs and local regulations.

In addition to Greg at Southeast Venture, our team will also benefit from the expertise of Lewis Agnew, President of Charles Hawkins Co. Mr. Agnew worked as a structural engineer for Stanley D. Lindsey & Associates, where he gained experience designing structural systems for various building types, earning his professional engineering license (PE) and LEED AP designation. Later, he joined Boyle Investment Company, where he was involved in financial analysis and due diligence for a $100 million private equity fund targeting retail and office acquisitions across the southeast. With his extensive experience in real estate development, financing, and engineering, Mr. Agnew will provide invaluable guidance during the facility identification and acquisition process, ensuring both technical feasibility and financial sustainability.

Additionally, Jake Morris, Senior Vice President at Charles Hawkins Co., will contribute his specialized knowledge of the greater Nashville metro area. Mr. Morris focuses on commercial real estate transactions in the region, offering services in brokerage representation, investment analysis, and portfolio management. His expertise will be crucial in identifying suitable properties, conducting market studies, and providing investment analysis to ensure that the selected facility is both a sound investment and a strategic fit for the school's needs. Jake's deep understanding of local markets and his ability to navigate complex real estate transactions will support the team in securing a location that aligns with the school's goals and long-term vision.

Phase 2: Property Assessment and Negotiation (2-4 months)
After narrowing down a list of potential properties, we will conduct site visits and assess each location in detail. This includes evaluating the building's condition, the cost of potential renovations, and confirming that the property complies with all local zoning and building codes. As necessary, we will engage our brokers and real estate consultants to assist in negotiating purchase or lease terms and navigating the legal requirements of the acquisition. Our team will prioritize obtaining clear, detailed contracts and ensuring that any facility improvements necessary for compliance with ADA, safety standards, and educational requirements are clearly outlined.

Phase 3: Due Diligence and Finalizing Acquisition (1-2 months)
Once a property is selected, we will move into the due diligence phase, which includes final inspections, reviewing lease or purchase agreements, and confirming financing. We will work closely with legal and real estate experts to ensure all aspects of the acquisition process are handled smoothly, from title searches to contract signing. We will also ensure the property meets all required health, safety, and accessibility standards. This phase will culminate in finalizing the lease or purchase agreement and beginning the process of facility planning.

Contingency Plan for Alternative Facilities
In the event that the primary facility becomes unavailable, or the acquisition is unsuccessful, we will have

a contingency plan in place. This plan includes identifying backup properties within the same geographic area that meet the school's needs. The real estate team will assist in quickly identifying other suitable options. Additionally, we will consider temporary solutions, such as securing short-term leases or partnering with nearby schools for use of their facilities until a permanent location is secured. If necessary, the team will explore the possibility of modular buildings or temporary structures to accommodate the school's needs during a transitional period.

In summary, the process to secure a facility will involve a comprehensive approach, from identifying potential sites and conducting assessments to negotiating contracts and ensuring regulatory compliance. With the support of experienced real estate professionals from Southeast Ventures and Charles Hawkins Co, the team will be prepared with a clear contingency plan to address any challenges that arise during the acquisition process.

e. Describe the plan to ensure that the selected facility meets all necessary compliance and regulatory requirements. Provide a detailed explanation of how the facility complies with the Americans with Disabilities Act (ADA), all applicable city planning review procedures, and all health and safety requirements as required by T.C.A. § 49-13-107. Outline any necessary facility changes that support the school's academic plan, projected enrollment, ADA compliance, and regulations outlined in SBE 0520-01-04-.01. Include all associated costs in the operating budget template in section 3.1.

To ensure the selected facility meets all necessary compliance and regulatory requirements, the Board and leadership team will prioritize adherence to all applicable laws, including the Americans with Disabilities Act (ADA), city planning review procedures, and health and safety requirements outlined in T.C.A. § 49-13-107. We will work closely with Level Field Partners and a qualified architect to conduct an initial assessment of the facility, identifying any existing issues that may need to be addressed to meet ADA standards and other regulatory requirements. Any necessary changes to the facility will be outlined in collaboration with an ADA inspector and code assessor to ensure full compliance.

The Facility Committee, with oversight from the Board, will ensure that the design and renovation process is fully aligned with ADA guidelines, guaranteeing that all areas of the building, including entrances, restrooms, classrooms, and common areas, are accessible to individuals with disabilities. We will also ensure the facility meets all city planning review procedures and zoning requirements, including required permits for renovations.

In line with T.C.A. § 49-13-107, the facility will comply with all health and safety standards, including those related to fire safety, sanitation, ventilation, and storm shelter requirements. The renovations will be designed to support the school's academic plan and accommodate projected enrollment, including classroom layouts and common areas that align with the school's instructional needs. We will ensure that the facility is compliant with SBE 0520-01-04-.01, which includes space allocation per student and requirements for instructional and support areas.

In summary, through a comprehensive review process involving our Board, Level Field Partners, architects, ADA inspectors, and code assessors, we will ensure that the facility is fully compliant with all relevant laws, regulations, and safety standards while meeting the school's educational and enrollment

needs.

f. Describe the plan to comply with county and/or municipal building code requirements related to storm shelters.

The Forge is committed to adhering to the most stringent building code requirements to ensure the highest standards of safety and compliance for students and staff. On January 17, 2025, the Department of Commerce and Insurance, Division of Fire Prevention, filed updated rules regarding storm shelter requirements, which take effect on April 17, 2025. Under these new rules, storm shelters are no longer mandated.

In late April, Metro Codes officials informed several architects affiliated with the Nashville Incubator that the Metro Government of Nashville is proposing a code amendment to align with this change, which would eliminate the local requirement for storm shelters. This amendment must undergo both a first and second reading before being enacted and is expected to be adopted by August 2025.

The Forge and its supporting contractors recognize that building codes are continually evolving and remain diligent in monitoring and adhering to all updates to ensure ongoing compliance.

Should a storm shelter be required, we will collaborate with local authorities and our architect to design a storm shelter that meets all safety standards. The shelter will be integrated into the facility's design to ensure it accommodates the required number of occupants and is structurally reinforced to withstand extreme weather as required with ICC 500 and Metro Codes. The Facilities team has engaged with Metro Fire Department Inspectors to address requirements and will involve them early in the acquisition process. We will submit detailed plans for approval, ensuring compliance with all building codes and safety regulations. During construction, the storm shelter will undergo inspections to confirm its compliance. If any delays or challenges arise in completing the shelter, we will use a StormBox as a temporary solution, providing an immediate, secure shelter for students and staff until the permanent facility is operational. Once construction is finished, the shelter will undergo a final inspection and certification to ensure it meets all safety requirements before occupancy.

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

Summary Timeline Overview

Phase	Timeframe
Phase 1: Facility Selection	Months 1-3
Phase 2: Facility Renovation	Months 4-6
Phase 3: Inspections	Months 7-8
Phase 4: Occupation	Months 9-10

Section 2.2 – Facilities

This timeline assumes an efficient process without major delays. However, it allows flexibility for unforeseen challenges during renovation, inspections, or compliance steps.

Phase 1: Facility Selection and Acquisition (Months 1-3)

Month 1: Initial Facility Search and Evaluation

- Identify potential facility options based on size, location, zoning, and regulatory requirements.
- Engage real estate consultants (Greg Barro, Lewis Agnew, Jake Morris) to assist with property identification and site assessments.
- Conduct initial site visits and evaluate properties for suitability (space for classrooms, compliance with zoning, access to parking, etc.).

Month 2: Negotiation and Agreement

- Narrow down to 2-3 viable properties.
- Engage legal and real estate professionals to begin negotiations for purchase or lease agreements.
- Secure necessary permits or zoning adjustments if needed (e.g., for educational use or building modifications).
- Begin discussions with architects to ensure the building meets the school's needs and can be adapted for educational use.

Month 3: Due Diligence and Final Acquisition

- Complete property inspections, title searches, and any environmental assessments.
- Finalize the purchase or lease agreement.
- Submit any required plans to local authorities for approval.
- Begin facility design, considering necessary renovations to meet educational and safety standards (including ADA compliance, health & safety codes).

Phase 2: Facility Renovation (Months 4-6)

Month 4-5: Renovation Planning and Initial Work

- Hire contractors and begin the renovation process, focusing on essential improvements (e.g., structural reinforcements, electrical, plumbing, HVAC, ADA accessibility).
- Work with architects to ensure that all design elements align with educational requirements (classroom layouts, common areas, specialized spaces like CTE rooms, storm shelters, etc.).
- Begin any major renovations necessary for fire safety, storm shelters, and health compliance.
- Engage ADA inspectors and other specialists to ensure compliance with all regulations.

Month 6: Continue Renovation and Finalizing Details

- Continue the renovation process, focusing on finalizing any complex systems (technology, lighting, fire alarm systems, etc.).
- Ensure the storm shelter and other safety elements are fully integrated into the facility.
- Work with contractors on exterior and landscaping work as needed.

Phase 3: Inspections (Months 7-8)

Month 7: State Fire Marshal and Health Inspections

- Apply for State Fire Marshal inspection and ensure all fire safety systems (sprinklers, alarms, fire exits, etc.) are in place.
- Submit the building for health inspections to ensure it meets sanitation, ventilation, and public health standards.
- Coordinate with local code officials and inspectors for comprehensive checks of ADA compliance, storm shelter requirements, and other safety regulations.

Month 8: Final Approval and Corrections

- Address any issues identified during fire marshal and health inspections.
- Correct deficiencies and request re-inspections if needed.
- Obtain necessary certificates or permits from the Fire Marshal, Health Department, and local authorities to proceed with occupancy.

Phase 4: Occupation and Transition (Months 9-10)

Month 9: Final Preparations and Move-In

- Complete any remaining minor renovations or finishing touches on the building.
- Begin the process of moving in furniture, supplies, technology, and educational materials.
- Conduct final walkthroughs and ensure all safety measures (fire exits, signage, ADA accessibility) are in place.
- Ensure staff and faculty are trained on emergency procedures and building safety.

Month 10: Occupation and School Opening

- Officially open the school and begin operations.
- Conduct orientation for students, staff, and parents.
- Finalize any outstanding issues related to facilities or operations.
- Celebrate the school's opening and ensure smooth day-to-day operations.

Contingency Plan (If Delays Occur)

- If there are delays during the renovation or inspection stages, we will have a contingency plan in place. This includes potentially renting temporary spaces or using modular units for classrooms until the facility is ready. Our real estate consultants and project managers will assist in identifying these options quickly.
- We will also prioritize the most critical renovations to ensure that basic operational needs (classrooms, health and safety, ADA compliance) are met even if the full renovation isn't completed by the opening date.

h. List the properties considered for the proposed school. If under a non-disclosure agreement, provide the general location. If no suitable property has been identified, describe the steps taken to confirm suitable facilities within the proposed geographic area.

The Facilities team has identified multiple viable properties for the proposed school and is currently in the process of narrowing down the options. Several locations have been considered based on factors such as accessibility, zoning, and space requirements. While some properties are under non-disclosure agreements, the general locations are focused within 15 minutes of the city center. Based on the timeline

provided in the previous question, the current acquisition schedule is approximately 8 months ahead of plan, reflecting the team's efficiency in identifying and advancing suitable options.

Thus far The Forge has identified seven potential properties for both incubation and long-term use, categorized as Ideal, Targeted, and Contingent.

Ideal Facilities: These properties are strategically located near The Forge Nonprofit, a critical partner of The Forge School. They offer over 100,000 sq. ft. of available space, ensuring both short- and long-term viability. The district is experiencing population growth, has only 1 other charter school currently operating, and is within 15 minutes of downtown, providing seamless access to community partnerships and public transit. These locations are optimal for meeting both immediate and future needs.

Ideal Facilities					
	Location	**Feasibility Study**	**Long Term Viability**	**Property Type**	**Total Sq Ft Available**
Property A	District 4	Complete	Yes	Shared	> 100,000 sq ft
Property B	District 4	Complete	Yes	Shared	> 100,000 sq ft

Targeted Facilities: These properties meet the same criteria as ideal facilities but are situated outside the proximity to The Forge Nonprofit. They are also located in areas where real estate prices tend to be higher, therefore making them less desirable than the ideal options.

Targeted Facilities					
	Location	**Feasibility Study**	**Long Term Viability**	**Property Type**	**Total Sq Ft Available**
Property C	District 5	Complete	Yes	Shared	> 100,000 sq ft
Property D	District 5	Complete	Yes	Shared	> 100,000 sq ft

Contingent Facilities: While these properties are viable, they would require significant modifications to support long-term sustainability, particularly in light of The Forge School's anticipated rapid growth. Additionally, all of these options are located outside of District 4.

Contingent Facilities					
	Location	**Feasibility Study**	**Long Term Viability**	**Property Type**	**Total Sq Ft Available**

Section 2.2 - Facilities

Property E	District 6	Complete	Yes, with addition	Shared	~50,000 sq ft
Property F	District 5	Complete	Yes, with addition	Single Site	~ 35,000 sq ft
Property G	District 1	Complete	Yes, with addition	Single Site	~45,000 sq ft

Our facilities team is focused on securing an ideal site that will accommodate both immediate incubation and long-term expansion, in alignment with the school's dynamic growth projections.

In the event of a facility delay, we understand the potential impact on our timelines and operations. Should there be any delays in securing an ideal property within the designated district, we will assess and implement contingency plans with the partnership of our authorizer. This may include temporary solutions, such as leasing flexible spaces or leveraging existing partnerships, to meet immediate needs.

Lease: As previously discussed, The Nashville Incubator supports The Forge in its facility search and is prepared to support the organization with lease acquisition, particularly if a long-term facility solution extends beyond the current timeline. The Nashville Incubator's extensive network, encompassing brokers, landlords, and community stakeholders, provides valuable insight into the local real estate market. Drawing upon this expertise, The Forge, in partnership with The Nashville Incubator, has conducted a thorough review of historical and projected lease payments for various properties. This market analysis has enabled The Forge to develop confident projections for securing appropriate short-term and long-term lease agreements.

Outside of District Selection: If a location outside the targeted district is selected, we are prepared to adjust our strategy accordingly. While we recognize the importance of proximity to The Forge Nonprofit and the community, we will mitigate any potential challenges by focusing on strengthening partnerships, optimizing transportation options, and ensuring that the new location remains accessible to our key stakeholders. We remain committed to maintaining the growth trajectory of The Forge School while making necessary accommodations to ensure long-term success.

Section 2.3 – Start-up Plan

a. Provide a detailed timeline that outlines the specific tasks the school's governing body and leadership must accomplish to ensure the school starts on time. Include key areas such as staffing, student recruitment, and facilities changes, along with deadlines and specific milestones that must be achieved in each area to meet the opening date. Additionally, identify the individuals responsible for each task and specify their compensation amounts.

b. Sponsors must ensure the revenues and expenditures for "Year 0" align with the Operating Budget Template in section 3.1.

Our start-up plan outlines our draft opening timeline for starting our proposed school, including specific tasks and responsible individuals, which aligns to our Year 0 budget detailed in Sections 3.1 and 3.2. As we progress through the approval process and pre-opening year, we will adjust and refine our plan as it will function as a living planning document that guides us through the opening of the school. The Forge acknowledges that while this start-up plan is comprehensive, additional or pre-requisites of a task may emerge. To ensure successful execution, we will continuously review our authorizer's pre-opening checklist to identify new demands and proactively assess upcoming tasks to ensure we have all information necessary for completion.

The first task will be for our Founding Board of Directors to approve the Executive Director description and compensation and hire Sara Tuttle as the Executive Director. With the Governing Board and Executive Director in place, The Forge School team will implement the detailed start-up plan to prepare the school for welcoming students, families, and staff. The start-up plans below includes the Executive Director (“ED”), Board of Directors (“Board”), a Back-Office Provider (“BOP”), and the Community Partnerships and Operations Director (“CPOD”). It also includes who owns the task (“O”), advises (“A”), and provides support (“S”) on the task.

The Executive Director and Community Partnerships and Operations Director are salaried positions. The Back Office Provider is via a contract with GT3. The Board performs duties in-kind, and at no cost.

While many of the start-up tasks are assigned to the proposed Executive Director, she will have continuous support from the Nashville Incubator. As a Nashville Incubator Fellow, the proposed Executive Director will receive ongoing executive coaching through their pre-opening and first year of operation, with an option to extend coaching beyond that time. That coaching will be in response to a thorough needs analysis and cover topics such as building a strong and equitable school culture, leading leaders, coaching teachers, community engagement, board engagement, data analysis, fundraising, and diverse talent cultivation; along with support for pre-opening tasks and resources, such as facilities, funding, and operations.

Section 2.3 - Start-up Plan

Start-Up Plan

The following key **identifies the position** that will own tasks as a part of the subsequent start-up plans:

Position	Position Abbreviation
Executive Director	ED
Governing Board	Board
Finance Back Office Provider	BOP
Community Partnerships and Operations Director	CPOD

The following key identifies how the **position will have ownership of tasks** as a part of the subsequent start-up plans:

Type of Responsibility	Position Abbreviation
Owns The Task	O
Advises	A
Provides Support	S

Section 2.3 – Start-up Plan

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Student Recruitment & Enrollment																			
Draft recruitment plan & targets	O	A																	
Promotional Packet																			
Design informational flyer/packet	O	A																	
Distribute flyers and leaflets in communities	O	S																	
Post flyer on website	O	S																	
Continue to deepen relationships with community organizations to deepen awareness	O	S																	
Continue to work with community organizations to generate awareness & interest	O	S																	
Launch larger recruiting and marketing campaign, including flyer distribution and Advertising	O	A																	
Enrollment Form																			
Design enrollment application	O	A																	
Approve Enrollment application, and make available	O	S																	
Publish enrollment application portal online and make available on website	O																		
Advertise the enrollment form via email campaign and social media outlets to families.	O																		
Information Sessions, Tabling, and Canvassing																			
Develop protocol for information sessions & canvassing	O	A		O															
Secure locations for information sessions and regular tabling	A, S																		
Calendar community canvassing and mobilize volunteers	A																		
Secure translation for information sessions	A			O															
Attend community events and tabling sessions	S	S		O															
Admissions Lottery and Enrollment																			
Approve enrollment policy	A, S	O																	
Create an awareness campaign about enrollment and the lottery procedures.																			
Create an FAQ Document for distribution and webiste.	A, S			O															
Host family information sessions	A, S			O															
Distribute and collect intent to enroll forms	A, S	S		O															
Distribute and collect enrollment forms	A, S	S		O															
Secure lottery announcer	A			O															
Secure lottery translator	A			O															
Secure lottery location	O			S															
Determine lottery protocol and minute-by-minute	A, S			O															
Advertise lottery date on website & social media	A			O															
Practice lottery protocol	O			S															
Conduct lottery	O			S															
Notify families of status & collect acceptance/declines of admissions	A, S			O															
Send welcome package to families that have been accepted.																			
Establish waitlist and process for lottery refresh	A, S			O															
Establish communication schedule with families for late spring and summer	A, S			O															
Request and file student records from sending schools	A			O															

- Successful student recruitment and enrollment go past administrative tasks as they are a fundamental prerequisite for ongoing sustainability and the fulfillment of our Forge Mission.

Without a strong initial enrollment, the school may not even have the opportunity to prove its worth or serve the community we intend to reach.

- Many of the tasks in the Student Recruitment and Enrollment section are split in responsibility between the Executive Director and the Director of Community Partnerships and Operations.
- While one of the first key tasks is to draft our plans, we do have some current plans in place for outreach and will utilize our continue timeline to revise and reengage to ensure that plan is successful.
- See additional detail about our Student Recruitment and Enrollment in Section 1.5.

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Facility																			
Form Facility Committee of Board	O	A																	
Select top 2 facilities	O	A																	
Letters of Intent to top 2 facilities	O	A																	
General Contractor RFP and selection	O	S																	
Negotiate lease/purchase	O	S																	
Lease/purchase review by legal counsel	O	S																	
Lease/purchase review by full board	S	O																	
Lease/purchase signed	O																		
Apply for permitting and carry out any necessary renovations	O	S		S															
Arrange purchase of furniture for classrooms, offices	O	S		S															
Ongoing Inspections (ex. Mechanical, electrical, plumbing, etc.)																			
Final inspections and Certificate of occupancy	O	S		S															
Obtain Property Insurance	O	A		S															
Start school in buidling	O	S		S															

- The main owner of this subsection of our start-up plan is the Executive Director.
- As previously mentioned in sections, we will work closely with the Director of Facilities with the Nashville Incubator for support, along with our Facilities Board Committee.
- As we transition to a site, more support will be included from the Community Partnerships and Operations Director.
- See additional details about facilities in Section 2.2

Section 2.3 – Start-up Plan

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Governance by Board of Trustees																			
Transition to Governing Board																			
Define governing board member role & relationship between board members and Executive Director	O	A																	
Define communication protocols between Board and Executive Director	O	A																	
Receive tax exemption	O	A																	
Recruit additional board members	S	O																	
Engage in yearly governing board training																			
Execute monthly board meetings	S	O																	
Board Meeting Design & Implementation																			
Set consistent monthly meeting time & post publicly per OML.	S	O																	
Develop board meeting agenda format	O	A																	
Develop board meeting preparation packet format	O	A																	
Develop post-meeting evaluation format	O	A																	
Review meeting minutes requirements & best practices, develop format for meeting minutes	O	A																	
Create trackers for attendance at all committee meetings and board meetings	O	A																	
Develop record-keeping protocol and central policy repository	O	A																	
Finalize list of policies to be created by school opening & develop schedule for board approval	O	A																	
Develop board orientation protocol for new members	O	A																	
Host board retreat for governing board	O	S																	
Hiring of Executive Director*																			
Approve job description and determine annual performance measures for Executive Director	S	O																	
Set annual process for evaluation of the Executive Director	S	O																	
Review and set compensation for the Executive Director	S	O																	
Hire Executive Director		O																	
Development & Grants Plan																			
Create a fundraising plan for the fiscal year with initiatives, owners, and targets	O	A, S		S															
Wite and submit TN Facilities Grant	O			S															
Write and submit Federal CSP Grant	O			S															
Apply for additional start- up grants	O			S															

- The Governing Board will have its first responsibility of the start-up plan to hire the Executive Director.
- Additionally, they will own the approval of policies within this subsection and others.
- The hired Executive Director will serve as an ex-officio on the board and support the board in logistics and grant writing and development as a part of their financial oversight. From there additional support will come with advisory.
- See additional details about human capital/personnel in Section 2.4
- See additional details about board policies in Attachment I

Section 2.3 – Start-up Plan

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Curriculum and Instruction																			
Curriculum Development																			
Finalize framework for curriculum review	O																		
School studies and site visits of "best practice" charter schools	O																		
Attend educational conferences or applicable professional development events	O	A																	
Create and finalize benchmarks for Y1	O																		
Continue to develop the Forge Calibration Framework and identify vendors, supports, as necessary.	O																		
Continue to develop the Forge Forum protocols, including durable skills units, etc.	O			A, S															
Order textbooks, workbooks, any CTE materials etc.	O	S	AS	S															
Assessment Development																			
Review assessment plans from other charters and make any changes necessary based on updates from visits or state frameworks.	O																		
Reach out to assessment vendors for contract (as necessary)	O		A, S																
Work with Industry partners to confirm testing structures for credentials and certifications.	A, S			O															
Creating Forge testing calendar and protocol for Y1																			
Special Education and English Language Program Development																			
Recruit and hire Learning Specialist (SPED Teacher) and Language Specialist (EL Teacher)	O	A																	
Identify special education and EL population	O			S															
Request IEP records; and any ILP supports	S			O															
Review existing IEPs and ILPs, as necessary	O																		
Define and plan all required supports for all IEP students	O			S															
Define and plan all required supports for all IEP students	O			S															
Consult with SPED and EL Admin within MNPS, as necessary	O																		
School Culture Development																			
Finalize student handbook, discipline policy	O																		
Approve student handbook, discipline policy	S	O																	
Finalize school calendar	O			S															
Finalize daily schedule	O			S															
Develop family and community engagement schedule for pre-opening.	A, S			O															
Execute family and community engagement	A, S			O															
Develop family events planning for First Semester of Year 1, and draft for Year 2	A S			O															

- The Executive Director will be the primary owner of the instructional program. While they will hire a lower and upper school principal, they will ensure proper execution of the academic plan.
- The Executive Director will also provide oversight of the SPED and EL programs in Year 1, with support of the Learning and Language specialists that will be hired.
- To support the educational plan, the Community Partnerships and Operations Director will integrate community engagement initiatives, family events, and industry supports as aligned with the Mission of The Forge.
- See additional details on the academic program in Section 1.1 and 1.2

Section 2.3 – Start-up Plan

- See additional details on recruitment and hiring in Section 1.5
- See additional details on special populations in Section 1.8

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Financial Management																			
Codify the fiscal controls and financial policies the school will employ for tracking of daily operational finances	O	S	A																
Approve financial policies	S	O																	
Identify check signers	S	O																	
Identify check writers	S	O																	
Define signature, approval, filing policies for POs, checks, receipts	S	O																	
Develop financial reporting templates (budget vs. actual) and policy	O	S	A																
Design all processing forms (POs, expenses)	O	S	A																
Develop segregation of funds policy (public/private)	O	S	A																
Establish payroll provider and process	O	S	A																
Develop board financial reporting schedule	O	S	A																
Approve fiscal policy manual		O																	
Develop chart of accounts for tracking of income, expenses, assets, liabilities, cash flows	S	S	O	S															
Set up bank accounts	O	S	A																
Define investment/savings strategy	S	O	A																
Finalize cash flow plan and adjust if necessary	S	O	A																
Meet monthly with back-office provider.	O	O	A	S															
Engage in discussion of finances at board meetings	S	O																	
Approve fiscal year budget	S	O	A																

- As discussed in previous sections, the Back Office Provider will support in the Financial Management of the school, working both with the governing board and Executive Director.
- While many of the start-up tasks within this sub-section are identified as owned by the Executive Director, there are many supports and advisors to ensure completion.
- See additional details about human capital/personnel in Section 2.4
- See additional details on financial support in Attachment X

Section 2.3 – Start-up Plan

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Personnel																			
Approve organizational chart and job descriptions	S	O																	
Develop staff handbook	O	S		S															
Approve staff handbook	S	O																	
Develop all recruitment marketing materials for new staff members	O	S		S															
Arrange health benefits providers	O	S																	
Finalize all compensation & benefits packages	O	S																	
Finalize recruiting and hiring plan (marketing, pipelines, events, etc.) for all staff	O	S																	
Develop interview guide for all steps of all positions	O	S																	
Advertise job descriptions	O	S																	
Community & Industry Partnerships Director	O	S																	
Recruit and Hire Lower/Upper School Principals	O																		
Recruit and Hire Academic Positions (Core Faculty, Pathway Faculty, Educational Assistants, Substitutes Teachers)	O	S																	
Recruit and Hire Operational Positions (Office Manager, Operations Coordinator, Nurse)	O	S																	
Perform background checks on all employees	O	S		S															
Define policy and procedure for staff evaluation	O	S																	
Develop PD plan and schedule of development and/or procurement of PD materials	O	S																	
Negotiate and Sign Agreements for contracted services	O	S		S															
Create form letters for application steps (app receipt, decline note, memo of understanding, salary/benefits info sheet/)	O																		
Create forms for employee information / record keeping	O	S																	
Have staff complete employee information forms	O			S															
Hold summer professional development	O	S		A, S															

- The Executive Director's direct involvement in hiring founding staff is crucial because these individuals will establish the initial culture, values, and operational capacity of the organization, directly impacting The Forge's future success.
- After hiring, ensuring that staff is trained to the level of the application and mission and vision are crucial for success on campus to occur.
- As the Executive Director is the sole owner there is appropriate support from others in hiring, agreements, and leading the charge of learning as a part of professional development.
- See additional details on the academic program in Section 1.1 and 1.2
- See additional details on recruitment and hiring in Section 1.5
- See additional details about human capital/personnel in Section 2.4

Section 2.3 – Start-up Plan

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Transportation																			
Determine transportation needs based on facility	O			S															
Create plan and timeline for transportation contracting	O	S																	
Contract with Transportation Company	S			O															
Develop transportation routes, schedules, procedures for safe and efficient transport	S			O															
Participate in Transporation Supervisor Training																			
Communicate safety info and emergency contacts with transport provider, if applicable	S			O															

- Execution of transportation will primarily be owned by the Community Partnerships and Operations Director. While the Executive Director will provide support, the main plans will run through the operations team.
- See additional details about human capital/personnel in Section 2.4
- See additional details about transportation in Section 2.6
- See additional details about transportation plan detailed financial narrative in Attachment X

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Food Service																			
Reach out to vendors and School Food for information and quotes; issue RFP	S			O															
Identify allergies and dietary restriations, etc. and report to vendor.																			
identify FRL students, as necessary	S			O															
Select vendor and draft contract	S			O															
Approve and sign contract	S			O															
Develop plans and policies for food service, including delivery, menu, time, logistics, disposal, etc.	S			O															
Complete FRL forms and develop process for FRL reporting	S			O															
Purchase POS system for lunch #s & documentation	S			O															

- The Forge's Food Service program will be owned by the Community Partner and Operations Director.
- Many of the tasks will occur about 6 months prior to opening to ensure that all local, state, and national policies and procedures are met.
- See additional details about human capital/personnel in Section 2.4
- See additional details about our Food Service Plan in Section 2.7

Section 2.3 – Start-up Plan

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Health and Safety																			
Complete all state reporting requirements, including Crisis Intervention Plan	S			O															
Identify nurse and first aid resources	S			O															
Develop student health record keeping process and forms, ensuring HIPAA compliance	S			O															
Collect medical forms from families	S			O															
Plan staff first aid training	S			O															
Deliver staff first aid training	S			O															
Create health & safety procedures and postings	S			O															
Purchase first aid resources	S			O															
Contact police and fire departments	S			O															
Undergo fire inspection	S			O															
Undergo building inspection	S			O															
Contact Board of Health	S			O															
Develop safety drill protocols and procedures	S			O															
Train staff on safety drill protocols and procedures	S			O															

- The Health and Safety of our students and staff are of upmost importance.
- All items here are owned by our Community Partnerships and Operations Director. They will work closely to ensure that all policies and guidelines are met.
- Once we have confirmed our facility, we will start building out internal plans, and ensure that our neighbors, parents, and families are aware of our protocols and procedures.
- See additional details about facilities in Section 2.2
- See additional details about additional operations in Section 2.7

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Community Partnerships																			
Attend community events	A, S			O															
Reach out to all potential community partners again and identify new potential partners	A, S	S		O															
Determine industry partners most likely to provide student benefit	O	S		S															
Devise measures of partnership effectiveness	A, S	S		O															
Agree to partnerships when previous steps completed	A, S	S		O															

- At The Forge Community Partnerships help drive our Academic Plans for students. Our Community Partnerships and Operations Director will take the lead in cultivating our community and ensuring they are the right partners for our program.
- With support from the Executive Director and the Governing Board, The Community Partnerships and Operations Director will have supports to stay on track and build out our community plannings and support long-term.
- See additional details about academics in Sections 1.1 and 1.2
- See additional details about industry partnership develop in Section 1.5

Section 2.3 – Start-up Plan

- See additional details about community partnerships in Section 1.6
- See additional details about school culture in Section 1.7

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Family and Community Engagement																			
Family Handbook																			
Contract for translation services, as needed	O																		
Publish copy of approved handbook to website	O																		
Distribute handbook to families	S			O															
Discuss content of handbook, including school discipline policies at family events and orientations, as appropriate	O																		
Family Communication																			
Set up nonprofit mailing status with post office				O															
Define information flow for families	A			O															
Create phone and text distribution lists				O															
Ensure that families are aware of social media sites and website access for postings				O															
Define visitor procedure including tracking	A			O															

- This subsection for our Family and Community and Engagement will mostly be owned by our Community Partnerships and Operations Director.
- This portion of the start-up plan is to identify and utilized methods for family communication.
- See additional details about family engagement in section 1.6
- See additional details about special populations in Section 1.8
- See additional details about student handbook in Attachment E

Section 2.3 – Start-up Plan

Task & Notes	ED	BOARD	BOP	CPOD	Jun '25	July '25	Aug '25	Sep '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26	July '26	Aug '26
Operations																			
Technology																			
Consider and select tech vendors	S			O															
Consider and select Internet providers	S			O															
Consider and select phone providers	S			O															
Set up phone systems and answering systems	S			O															
Set up internet	S			O															
Scope and purchase staff technology / software	S	S		O															
Scope and purchase student technology / software	S	S		O															
Purchase postage meter	S			O															
Lease copier	S			O															
Information Management																			
Create a filing system (paper and digital) for all school-related information	O																		
Consider and choose a Student Information System for warehousing of student data and production of weekly reports	O																		
Develop student attendance reporting system	O			S															
Purchase any necessary supplies and materials for tool	O			S															
Supply Purchasing																			
Create a comprehensive list of all items to be purchased through Dec. of Y1	O			O															
Purchase restroom supplies, cleaning products	O			O															
Purchase PE equipment	O			O															
Purchase office supplies	O			O															
Secure janitorial services	O			O															

- The majority of this subsection will be owned by our Community Partnerships and Operations Director.
- We know that purchasing, management of information, and our technology will drive the foundation of the school to ensure that students have proper supplies and our systems are organized.
- See additional details in additional operations in Section 2.7
- See additional details in operations narrative in Attachment X

c. Describe any anticipated challenges during the start-up plan implementation and the strategies to address these challenges to ensure the school opens on time.

Personnel:

The Forge recognizes that we must recruit, hire, develop, and retain high-quality staff to ensure that we are able to effectively implement our educational plan. We have designed a robust recruitment plan. In addition, we have created hiring procedures, consisting of intentional steps to ensure that we select candidates who best align with our school and who best drive student achievement forward.

- The Upper and Lower School Principals begin in January of our pre-opening year which will enable them to fully participate in the hiring of teachers and other school staff, further ensuring that the right staff is hired for the right positions. Once hired, we will implement our professional development plan to ensure our staff receive all needed training and support. More information regarding our plans can be found in Sections 2.4 and 2.5.

- Additionally, we know that our model is unique in the personnel that are needed, especially within our ACE pathways. We have committed to and will continue to partner with organizations to find talent and help individuals meet the licensure requirements, as discussed in Section 2.4 to ensure that the necessary personnel can be in front of our students.
- We have partnered with recruiting agencies including Teach for America and Nashville Teacher Residency. In addition, we will partner with local universities such as Belmont, Lipscomb, and UT Martin, to engage in recruitment efforts with their education department and for supports. We will exhaust all efforts to hire certificated staff, however in the case that we will need to hire staff that require certification support, we will ensure that we follow all procedures for obtaining waivers for eligible positions. We will also encourage uncertificated staff to participate in programs such as Relay to begin working on obtaining certification.

Students:

We hold the belief that we cannot and will not be able to recruit families through a single event or touchpoint but instead through consistent and meaningful engagement, cultivating strong relationships. Canvassing and social events such as Furnishing the Forge or Benches of Belonging, in addition to our information and tabling sessions with community partners will provide The Forge the opportunity to build, foster, and maintain relationships with families ultimately leading to student enrollment.

- Our slow-growth model means that we will enroll 120 sixth grade students and 120 ninth grade students in our founding year. In subsequent years, high levels of student re-enrollment will mean that full recruitment efforts will be made for these two-transitioning grade levels, as rising students will fill the majority of seats.
- We have developed relationships with local organizations that are champions of our school model and seek to support however they can help engage the community and recruit and enroll students.
- Our work thus far has provided us great insight into the best way to reach families, which will continue to inform our recruitment and enrollment efforts, ensuring universal accessibility to information.

Facility:

- The Lead Founder/Executive Director has assembled a facilities team that has provided several occupancy options, and at time of the application we are on-track to have a facility, we want to acknowledge that staying on time with renovations and improvements is also a consideration.
- The Forge Board has individuals with facility experience with expertise in facility acquisition and development and know that the challenge can be mitigated.
- The Lead Founder works closely with the Director of Facilities with the Nashville Incubator (see below) and Level Field Partners, an organization responsible for over 130 successful facility projects nationwide with charter schools and collaborates on determining viable options and spacing needs and exploration/negotiation conversations.
- The Lead Founder/Proposed Executive Director is a fellow with Nashville Incubator, an organization that supports entrepreneurial education leaders, and provides support through pre-launch and launch, which includes access to resources to support the facilities search such as a broker.

Section 2.4 - Personnel / Human Capital

a. Describe the school's leadership structure. Attach the organizational chart for Year 1 as Attachment N and the organizational chart at full capacity as Attachment O. The organizational charts should clearly delineate the board, administration, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

Attachment N: Year 1 Organizational Chart and **Attachment O**: At Full Capacity Organizational Chart.

The Executive Director is responsible for oversight to ensure we accomplish our mission and reach our goals. The Executive Director will report to the Board in all years and follow all policies set by the Board. Additionally, The Forge will have two related bodies to support in the overall structure of the school: Parent and Student Advisory Team and a Program Advisory Committee. Discussion of the related bodies is included below:

Parent and Student Advisory Team:
As discussed, The Forge has a Parent and Student Advisory Team which is a group composed of parents/guardians and students who meet to provide input, feedback, and recommendations to school leadership and staff on various aspects of the school's operations, policies, programs, and environment. The advisory team's role is primarily consultative, meaning recommendations may be provided; however, the final decision-making authority usually rests with the administration or the governing board. The Parent and Student Advisory team is one will start in Fall 2025 and continue through ongoing operation.

Program Advisory Committee:
As discussed in Section 1.2 the Program Advisory Committee is required as a part of state-approved CTE programs at a state and federal level. The Forge's PAC committees will be made up of experts from our businesses and industry partners to serve as a resource and connection to the workplace for CTE teachers, administrators, and students. The responsibilities of a PAC will:

- **Provide guidance:** The committee can advise on curriculum development, student recruitment, staff development, and equipment and software recommendations.
- **Connect schools with businesses:** The committee can help connect schools with the local business community.
- **Improve programs:** The committee can evaluate the CTE program and advise on how to improve it.
- **Increase understanding:** The committee can help instructors understand the job market, employers' needs, and community opportunities.

b. Describe the process and timeline for hiring the school leader, and outline the skills, qualifications, and characteristics the sponsor will seek in a leader. Detail who will lead the hiring process and serve as the decision-maker in the hiring. If the leader has already been identified, attach the leader's resume as Attachment P.

c. Describe the responsibilities of the school's principal or head of school. Detail plans to support and develop this person, and identify the state-approved administrator evaluation

model by which this individual will be evaluated pursuant to SBE Rule 0520-02-01 and State Board Policy 5.201.

Sara Nelson Tuttle is a passionate educator with a proven track record of leadership excellence and a commitment to equity in education. With extensive experience in various leadership roles across the country, Sara has a deep understanding of school operations, curriculum development, and student achievement. She has led the opening of a public high school, overseeing construction, curriculum development, and staff recruitment. Sara is a skilled communicator and collaborator, building strong relationships with students, staff, and parents. She is passionate about creating inclusive learning environments that empower all students to reach their full potential, including multilingual learners, for whom she has led the development of school-wide support programs. Her experience includes creating resources such as the 'Multilingual Learning at a Glance' tool to help teachers quickly connect with multilingual students by focusing on their strengths and interests. Her innovative approach to education, combined with her strong leadership skills, has made a positive impact on the lives of countless students. Sara Tuttle's resume can be found in **Attachment P.**

The Forge governing board intends to appoint Lead Founder, Sara Tuttle, as the Executive Director. Mrs. Tuttle embodies the school's mission in his actions and possesses the necessary qualifications for this leadership role. These qualifications include, but are certainly not limited to:

- A strong belief in the potential of all students to learn at high levels through experiential learning
- The ability to create and execute partnerships across the city of Nashville to encourage industries to be sites for learning and mentors for our students
- A deep commitment to upholding the school's mission
- Proven track record of success in urban educational settings

She possesses strong leadership and communication skills, demonstrating the ability to motivate and unite others. Furthermore, Mrs. Tuttle is a data-driven decision-maker with a results-oriented approach. The Founding Team believes Mrs. Tuttle meets all necessary qualifications for this position. If authorized, the Board of Directors will officially hire her as Executive Director during the official organizing meeting, which will be called for and led by the Board Chair.

The Board will conduct annual performance evaluations to ensure his continued success in this role in accordance with Tennessee State Board of Education Policy 5.201. This will include, drawing from various assessment measures from staff, students and families. Using this data, the Board will analyze outcomes against yearly goals. The Board Chair will lead the evaluation process with the support of governance committee members. Members of the evaluation committee will receive comprehensive training in Tennessee's TEAM evaluation. The Board will provide the Executive Director with the support, resources, guidance and coaching needed to lead The Forge to reach short and annual goals.

As a Nashville Incubator Fellow, the proposed Executive Director will receive ongoing executive coaching through the first year of operation with an option to extend coaching beyond that time. That coaching will be in response to a thorough needs analysis and cover topics such as building a strong and equitable school culture, leading leaders, coaching teachers, community engagement, board engagement, data analysis, fundraising, and diverse talent cultivation. Upon authorization, The Forge will pursue additional

funding and leadership development opportunities through Charter School Growth Fund and NewSchools Venture Fund to ensure that there is ongoing, holistic, and robust support for the leader.

Here is the job description for the role of Executive Director at The Forge:

Executive Director, Job Description

Qualifications:

- Master's degree in education and/or Administrative Credential (highly preferred)
- Relevant experience with school and organizational leadership and educational innovation (required)
- Relevant successful experience as a school leader and teacher; a minimum of five (5) years of teaching experience and two (2) years of administrative experience is preferred
- Belief in the mission and vision of The Forge, interest in our innovative model of public education, and commitment to the school's success
- Experience in curriculum and instructional design, supervision and evaluation
- Ability to communicate effectively with diverse groups, including the Board, employees, parents, students, and the community
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management
- An incredible work ethic and passion for being part of an innovative, collaborative, mission-driven school culture.
- Other qualifications and/or qualities deemed important by the Board

Responsibilities:

The Executive Director shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all tasks detailed below. These tasks may include but are not limited to the following:

- Ensure The Forge strives towards meeting the mission and vision and communicates the mission to the larger community
- Communicate and report to the Board of Directors:
    - Regular Board reports on academics, operations, development, and community relationships.
    - A calendar for the upcoming school year, finalized no later than December of the preceding year, for Board approval
    - A fiscally conservative annual budget to the Board that supports The Forge's academic, cultural, and professional mission, in consultation with the Board Finance Committee, by at least April 30th (two months prior to the close of our fiscal year)
    - Reports to federal, state, or private grant organization, including federal Title I LEA Plan describing the school's Title I services
    - Reports on activities, organizational development progress, and student achievement to applicable state and federal reporting agencies
- Draft, submit and publish an annual report to community stakeholders including
    - School success metrics (achievement data, student statements)
    - Audited financial statements
    - All other items as published by the Tennessee Department of Education
- Complete and submit required documents as requested or required by The Forge Board of Directors, authorizer, Tennessee Department of Education and the State Board of Education

- Coach, evaluate and support
- The Forge's Leadership Team to ensure mission alignment in:
    - Curriculum and instruction
    - Culture
    - Professional development and teacher onboarding
    - Faculty, parent, and student engagement
- Initiate, participate in, and oversee fundraising for The Forge to ensure the long-term financial health of the organization
- Identify staffing needs, oversee employee hiring, development, promotion, progressive discipline, and/or dismissal
- Oversee hiring practices including Recruiting new faculty, Screening applicants during interview process
- Ensure compliance with all applicable state and federal laws and help secure local and national grants
- Communicate regularly with parents and recruit new families and students
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board
- Ensure that appropriate evaluation techniques are used for students and staff
- Work with the Leadership Team to establish and maintain a system for collecting and reporting tasks such as student records including attendance, health recording and immunization status, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Ensure the security of the school building and the safety of students
- Promote positive public relations and interact effectively with media
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Cultivate and sustain diverse community partnerships

d. Explain the plan and timeline to recruit and hire additional key staff, including, but not limited to, operational staff, administrators, and teachers. Identify the leader and decision-maker of this process, and list hiring selection criteria, required experience, and special considerations relevant to the school's design.

The Executive Director will be responsible for the hiring process of all administrators, teachers, and other staff members. As the Executive Director, they hold the vision for The Forge School and is ultimately accountable for building a high-performing team.

The Executive Director will propose a hiring team to ensure collaboration throughout the hiring process. As a part of planning, the hiring team will include the following stakeholders: Principal (when hired) and a Representative from the Board of Directors. The hiring timeline for the team will happen in phases:

Phase 1: Leadership Team (6-9 months prior to opening)

Phase 2: Instructional Staff (4-6 months prior to opening)

Phase 3: Operational and Support Staff (2-4 Months prior to opening)

Section 2.4 - Personnel / Human Capital

The table below outlines goes into more specifics related to the hiring for the Forge prior to Year 1:

POSITION	PHASE	BEGIN SEARCH	TARGET SEARCH COMPLETION
Executive Director	1	N/A	Immediately upon authorization
Community Partnerships and Operations, Director	1	Immediately upon authorization	July 2025
Upper School Principal	1	October 2025	January 2026
Lower School Principal	1	October 2025	January 2026
Founding Core Instructors Founding Pathway Instructors Founding Learning Specialist Founding Language Specialist	2	November 2025	June 2026
Operations Coordinator	2	November 2025	June 2026
Office Manager	2	November 2025	June 2026
Educational Assistant	3	March 2025	July 2026
Nurse	3	March 2025	July 2026
Certified, Substitute Teachers	3	March 2025	July 2026

** In all subsequent years, teaching positions will be posted by November, with hiring completed by May.*

Here are the Job Descriptions for positions that will be recruited as a part of **pre-opening and Year 1**:

Community Partnerships & Operations Director, Job Description

The Community Partnerships & Operations Director is a member of the leadership team. They are responsible for building and maintaining strong relationships with community and industry partners, overseeing key operational functions, including student recruitment, and ensuring the smooth and efficient running of daily operations.

Essential Duties and Responsibilities:

Community Partnerships:

- Develop and cultivate strong relationships with community partners, including industry partners, pipeline schools, government agencies, non-profit organizations, local businesses, etc.
- Represent the organization at community events and meetings.
- Collaborate with community partners to develop and implement joint programs and initiatives,

including work-based learning opportunities.
- Build and maintain positive relationships with community stakeholders, including residents, local leaders, and elected officials.

Operations Management:

- Oversee day-to-day operations, including safety and security, vendor services, Student Information Management, etc.
- Develop and implement operational policies and procedures.
- Ensure compliance with all relevant regulations and legal requirements, including essential reports.

Qualifications:

- Bachelor's degree in a relevant field (e.g., Education, Business Administration, Public Administration, Nonprofit Management)
- Minimum of 5 years of experience in community outreach, partnership development, or nonprofit management.
- Strong project management and organizational skills.
- Excellent written and verbal communication and interpersonal skills.
- Proficiency in Microsoft Office Suite and other relevant software.
- Passion for the organization's mission

Upper/Lower School Principal, Job Description

The Upper/Lower School Principal is a key member of the school leadership team, responsible for assisting the Executive Director in the overall instructional execution and grade-level management of the school. This position requires a strong commitment to student success, a collaborative leadership style, and the ability to effectively manage multiple priorities.

Essential Duties and Responsibilities:

- **Instructional Leadership**
  - Collaborate with the Principal to develop and implement school-wide instructional goals and strategies.
  - Monitor and evaluate the effectiveness of instruction, providing feedback and support to teachers.
  - Assist in the selection, creation, and implementation of curriculum materials and resources.
  - Lead professional development for teachers on instructional strategies and best practices.
  - Oversee the implementation of Response to Intervention (RTI) or other tiered support systems.
- **Student Support:**
  - Supervise student discipline and implement appropriate interventions.

    - Collaborate with counselors, social workers, and other support staff to address student well-being.
    - Oversee student attendance data and initiatives.
- **Family and Community Engagement:**
    - Communicate effectively with parents and guardians.
    - Build and maintain positive relationships with the school community.
    - Organize and participate in school-wide events and activities.

Qualifications:

- Master's degree in education or related field required.
- Valid Tennessee teaching certification and/or administrative license.
- Minimum of 5 years of successful teaching experience, and prior administrative experience preferred.
- Strong leadership, communication, and interpersonal skills.
- Ability to work collaboratively with a diverse team.
- Excellent organizational and time-management skills.
- Proficiency in using technology for educational purposes.

Founding Forge Core Instructor, Job Description

The Founding Forge Instructor plays a critical role in the establishment and success of a new school. This position requires a passionate and innovative educator with a strong commitment to the school's mission and vision. Founding Teachers will be instrumental in shaping the school's culture, developing curriculum, and building a strong foundation for student success. The Forge seeks instructors for 6th Grade Core Classes and 9th Grade Core Classes, specializing in the following subjects: English, Mathematics, Science, Social Studies.

Essential Duties and Responsibilities:

- **Curriculum Development:**
    - Collaborate with the founding leadership team to develop and implement a rigorous and engaging curriculum aligned with best practices and the school's mission.
    - Design and create engaging and differentiated instructional materials.
    - Select and integrate appropriate instructional technologies into the learning environment.
- **Instruction:**
    - Deliver high-quality instruction to students in assigned content area(s).
    - Create a positive and inclusive learning environment that fosters student engagement and academic growth.
    - Differentiate instruction to meet the diverse learning needs of all students.
    - Utilize data to inform instruction and make data-driven decisions.
    - Assess student learning and provide timely and constructive feedback.
- **School Culture and Community:**

- Contribute to the development of a positive and supportive school culture.
- Participate in school-wide events and activities.
- Build strong relationships with students, families, and colleagues.
- Serve as a role model for students and colleagues.
- Serves as a Forge Forum Advisor.

Qualifications:

- **Education:**
  - Bachelor's degree in education, or a related field.
  - Valid Tennessee teaching certification.
- **Experience:**
  - 2 years of successful teaching experience preferred.
  - Experience in a high-performing school environment preferred.
- **Knowledge, Skills, and Abilities:**
  - Passion for education and a strong commitment to student success.
  - Excellent classroom management and instructional delivery skills.
  - Strong communication, interpersonal, and organizational skills.
  - Ability to work collaboratively with a team.
  - Flexibility and adaptability to a changing environment.
  - Strong problem-solving and decision-making skills.
  - Proficiency in using technology for instruction and communication.

Founding Forge Pathways Instructor, Job Description

The Forge is seeking passionate and innovative educators to join our founding team and play a critical role in the establishment of a new school focused on the Architecture, Construction, and Engineering ("ACE") Pathway. This position requires an educator with a strong commitment to the school's mission and vision, with a particular interest in fostering student success within the ACE field. Founding Pathway Instructors will be instrumental in shaping the school's culture, developing curriculum, and building a strong foundation for student success within the ACE Pathway.

Essential Duties and Responsibilities:

- **Curriculum Development & Integration:**
  - Collaborate with the founding leadership team to develop and implement a rigorous and engaging curriculum that aligns with best practices, the school's mission, and the specific needs of the ACE Pathway.
  - Design and create engaging and differentiated instructional materials that connect academic concepts (e.g., math, science, technology) to real-world applications within the ACE field.
  - Integrate industry standards and best practices into the curriculum, ensuring students develop the knowledge and skills required for success in post-secondary education and careers within the ACE field.

    - Select and integrate appropriate instructional technologies, including industry-standard software (e.g., CAD, BIM), into the learning environment.
- **Instruction & Student Support:**
    - Deliver high-quality instruction to students in assigned content area(s), emphasizing connections to the ACE Pathway.
    - Create a positive and inclusive learning environment that fosters student engagement, academic growth, and a passion for the ACE field.
    - Differentiate instruction to meet the diverse learning needs of all students within the ACE Pathway.
    - Utilize data to inform instruction and make data-driven decisions to support student success within the ACE Pathway.
    - Assess student learning and provide timely and constructive feedback, aligning assessments with ACE Pathway performance expectations.
- **Pathway Development & Collaboration:**
    - Actively participate in the development and implementation of the ACE Pathway, collaborating with industry partners, post-secondary institutions, and other key stakeholders.
    - Serve as a mentor and advisor to students interested in pursuing careers in the ACE field.
    - Guide students in developing career goals, exploring post-secondary options, and building their professional portfolios.

Qualifications:

- **Education:**
    - Bachelor's degree in education, or an experience in a related field (e.g., Engineering, Architecture, Construction Management).
    - Valid Tennessee Occupational Licensure, and/or willingness to obtain one.
- **Experience:**
    - Expertise in an Architecture, Construction, or Engineering pathway.
- **Knowledge, Skills, and Abilities:**
    - Passion for education and a strong commitment to student success.
    - Excellent classroom management and instructional delivery skills.
    - Strong communication, interpersonal, and organizational skills.
    - Ability to work collaboratively with a team.
    - Flexibility and adaptability to a changing environment.
    - Strong problem-solving and decision-making skills.
    - Proficiency in using technology for instruction and communication

Founding Learning Specialist, Job Description

The Learning Specialist is responsible for providing specialized instruction and support to students with disabilities, ensuring they have the opportunity to achieve their full academic and social potential. This position requires a passionate and dedicated educator with strong knowledge of special education principles and practices, excellent communication and interpersonal skills, and the ability to create a

supportive and inclusive learning environment.

Essential Duties and Responsibilities:

- **Instruction:**
  - Develop and implement individualized education programs (IEPs) in collaboration with students, parents, and other relevant professionals.
  - Provide specialized instruction in areas such as reading, writing, math, and social skills.
  - Adapt curriculum and instructional materials to meet the diverse learning needs of students with disabilities.
  - Utilize a variety of instructional strategies and technologies to engage students and promote learning.
  - Monitor student progress and adjust instruction accordingly.
  - Collect and analyze student data to inform instruction and IEP modifications.
- **Communication and Collaboration:**
  - Communicate effectively with students, parents/guardians, general education teachers, and other support staff.
  - Build and maintain positive relationships with students, families, and colleagues.
  - Participate in IEP meetings and other relevant meetings.
  - Collaborate with other professionals, such as speech-language pathologists, occupational therapists, and school counselors, to provide comprehensive support for students.
- **Professional Development:**
  - Participate in professional development activities to enhance teaching skills and knowledge of best practices in special education.
  - Stay current on research and best practices in the field of special education.

Qualifications:

- **Education:**
  - Bachelor's degree in education, Special Education, or Related Field
  - Valid Tennessee Special Education license
- **Experience:**
  - 2 years of successful teaching experience in a special education setting preferred.
- **Knowledge, Skills, and Abilities:**
  - Strong knowledge of special education principles and practices, including:
    - Assistive technology
    - Behavior management strategies
    - Differentiated instruction
    - Universal Design for Learning (UDL)
  - Excellent communication, interpersonal, and organizational skills.
  - Ability to work collaboratively with a team.
  - Strong problem-solving and decision-making skills.
  - Patience, empathy, and a positive attitude.
  - Proficiency in using technology for instruction and communication

Section 2.4 - Personnel / Human Capital

Founding Language Specialist, Job Description

The Language Specialist is responsible for providing instruction to students of diverse linguistic backgrounds. The ideal candidate is a passionate and patient educator with a strong understanding of second language acquisition principles and the ability to create a supportive and engaging learning environment.

Essential Duties and Responsibilities:

- **Instruction:**
    - Develop and implement engaging lesson plans that address the diverse needs of ESL learners at various proficiency levels.
    - Teach all aspects of English language, including:
        - Grammar and vocabulary
        - Reading comprehension and fluency
        - Writing skills (composition, grammar, mechanics)
        - Listening comprehension and speaking skills
        - Pronunciation and intonation
    - Utilize a variety of instructional methods, including:
        - Communicative Language Teaching
        - Task-Based Learning
        - Technology integration
        - Differentiated instruction
    - Assess student progress regularly and provide constructive feedback.
    - Maintain accurate student records and progress reports.
- **Communication and Collaboration:**
    - Communicate effectively with students, parents/guardians, and other school staff.
    - Collaborate with other educators, including mainstream teachers, special education teachers, and support staff.
    - Participate in professional development opportunities to enhance teaching skills and knowledge.
    - Stay current on best practices in ESL instruction and second language acquisition.

Qualifications:

- **Education:**
    - Bachelor's degree in education, or a related field.
    - Valid Tennessee teaching certification with an ESL endorsement.
- **Experience:**
    - 2 years of successful teaching experience in an ESL setting preferred.
- **Knowledge, Skills, and Abilities:**
    - Strong understanding of second language acquisition theories.
    - Excellent communication, interpersonal, and organizational skills.
    - Patience, empathy, and cultural sensitivity.
    - Ability to create engaging and interactive lessons.
    - Proficiency in using technology for instruction and assessment.

- Strong classroom management skills.

Office Manager, Job Description

The Office Manager is responsible for providing comprehensive administrative and clerical support to the school. This role requires a highly organized and efficient individual with strong communication and interpersonal skills. The Office Manager will be the first point of contact for students, parents, staff, and visitors, and will play a crucial role in maintaining a positive and welcoming school environment.

Essential Duties and Responsibilities:

- **Administrative Support:**
  - Assist with the management of student attendance and tardiness.
  - Manage school supplies and inventory.
  - Coordinate and schedule meetings and events.
  - Support in the distribution of school communications, including newsletters, announcements, and emergency notifications.
- **Front Desk Reception:**
  - Greet and welcome visitors to the school.
  - Answer and direct phone calls.
  - Manage incoming and outgoing mail and packages.
  - Maintain a clean and organized front office area.
- **Financial Support:**
  - Assist with the collection and processing of school fees.
- **Other Duties as Assigned:**
  - Perform other duties as assigned by the Principal or Administrator.

Qualifications:

- High School Diploma or equivalent required.
- Associate's degree in business administration or a related field preferred.
- Minimum of 2 years of experience in an administrative or office support role, preferably in an educational setting.
- Proficient in Microsoft Office Suite (Word, Excel, Outlook) and other relevant software.
- Excellent communication, interpersonal, and organizational skills.
- Strong customer service skills.
- Ability to work independently and as part of a team.
- Strong attention to detail and accuracy.
- Ability to maintain confidentiality.
- Ability to work effectively in a fast-paced environment.

Operations Coordinator, Job Description

Section 2.4 - Personnel / Human Capital

The Operations Coordinator is responsible for supporting the efficient and effective day-to-day operations of the school. This role requires a highly organized and detail-oriented individual with strong communication and interpersonal skills. The Operations Coordinator will play a crucial role in ensuring a smooth and successful learning environment for students and staff.

Essential Duties and Responsibilities:

- **School Operations:**
  - Oversee vendors to support contracts, and operational execution on the school site.
  - Manage ordering and inventory of school supplies and equipment.
  - Assist with the coordination of school events and activities.
  - Assist in the development and implementation of operational procedures and processes.
  - Monitor key performance indicators (KPIs) and identify areas for improvement.
  - Conduct research and analysis to support operational decisions.
  - Prepare project reports and presentations for the District and/or State of Tennessee
- **Facilities Management:**
  - Oversee the maintenance and upkeep of school facilities, including classrooms, common areas, and outdoor spaces.
  - Monitor and address facility-related issues, such as repairs, safety concerns, and equipment malfunctions.
  - Manage the scheduling and use of school facilities for events and activities.
- **Logistics and Transportation:**
  - Coordinate school transportation for students, including field trips, extracurricular activities, and special events.
  - Manage the school's fleet of vehicles, including serving as the transportation supervisor, as necessary
  - Oversee the logistics of school events and activities, including set-up, tear-down, and equipment management.
- **Safety and Security:**
  - Assist in the development and implementation of school safety plans and procedures.
  - Monitor school security systems and procedures.
- **Other Duties as Assigned:**
  - Perform other duties as assigned by the Principal or Administrator.

Qualifications:

- Bachelor's degree required.
- Strong organizational and time management skills.
- Excellent communication and interpersonal skills.
- Ability to work independently and as part of a team.
- Proficient in Microsoft Office Suite (Word, Excel, Outlook) and other relevant software.

Educational Assistant

The Educational Assistant provides support to students in their pathway programming to ensure successful implementation of coursework and safety within the pathway environment.

Essential Duties and Responsibilities:

- **Student Support:**
  - Assist students with learning activities, as assigned by the pathways instructor to ensure safety in all areas.
  - Provide individual and small group instruction as directed by the teacher.
  - Assist students with behavioral and social-emotional needs.
  - Assist with classroom management and organization.
- **Instructional Support:**
  - Prepare and maintain learning materials.
  - Assist with the administration of assessments.
  - Collect and organize student work.
- **Other Duties as Assigned:**
  - Perform other duties as assigned by the classroom teacher or designated administrator.

Qualifications:

- **Education:**
  - High School Diploma or equivalent required.
  - Some college coursework or an associate's degree in education or a related field preferred.
- **Knowledge, Skills, and Abilities:**
  - Strong communication and interpersonal skills.
  - Patience, compassion, and a positive attitude.
  - Ability to work effectively with students of diverse learning styles and abilities.
  - Strong organizational and time management skills.
  - Ability to follow directions and work independently.
  - Ability to maintain confidentiality

Substitute Instructor

The Forge's Substitute Instructor is a certified teacher that provides temporary instruction to students in the absence of the regular classroom teacher. The Substitute Instructor is responsible for maintaining a safe and productive learning environment, following lesson plans, and ensuring student engagement and learning.

Essential Duties and Responsibilities:

- **Instruction:**
  - Follow lesson plans provided by the regular classroom instructor, and school rules as provided.
  - Engage students in learning activities and ensure student participation.

    - Supervise student work and provide assistance as needed.
    - Monitor student behavior and address any issues appropriately.
    - Maintain a positive and supportive learning environment.
- **Classroom Management:**
    - Ensure the safety and well-being of all students in the classroom.
    - Maintain a clean and organized classroom environment.
    - Communicate with the regular classroom instructor regarding student progress and any classroom issues.

Qualifications:

- **Education:**
    - Bachelor's degree
    - Valid Tennessee teaching certification
- **Experience:**
    - Prior substitute teaching experience preferred.
- **Knowledge, Skills, and Abilities:**
    - Strong classroom management and instructional delivery skills.
    - Excellent communication and interpersonal skills.
    - Ability to adapt to different learning styles and grade levels.
    - Strong organizational and time management skills.
    - Patience, flexibility, and a positive attitude.
    - Ability to work independently and as part of a team.

Nurse

The School Nurse is responsible for providing comprehensive health care services to students in a safe and supportive school environment. This role requires a registered nurse with excellent clinical skills, strong communication and interpersonal skills, and a commitment to student well-being.

Essential Duties and Responsibilities:

- **Student Health Care:**
    - Assess and treat student illnesses and injuries, including administering medications and first aid.
    - Monitor student health conditions and provide necessary interventions.
    - Manage chronic health conditions, such as asthma, diabetes, and allergies.
    - Coordinate with parents/guardians and healthcare providers regarding student health concerns.
    - Conduct health screenings and assessments, such as vision and hearing screenings.
- **Case Management:**
    - Conduct health assessments and develop care plans for students with special health needs.
    - Collaborate with school staff, parents/guardians, and community resources to address

student health concerns.
    - Maintain accurate and confidential student health records.
    - Assist with the identification and referral of students with potential health or developmental delays.
- **School Safety:**
    - Participate in school safety planning and emergency preparedness drills.
    - Respond to medical emergencies and coordinate with emergency responders as needed.
    - Promote a safe and healthy school environment for all students and staff.
- **Other Duties as Assigned:**
    - Perform other duties as assigned by the Principal or designated administrator.

Qualifications:

- **Education:**
    - Registered Nurse (RN) with a current and valid license in the state.
    - Bachelor of Science in Nursing (BSN) preferred.
- **Experience:**
    - Experience in school nursing or pediatric nursing preferred.
    - Experience with electronic health records (EHR) preferred.
- **Knowledge, Skills, and Abilities:**
    - Excellent clinical assessment and judgment skills.
    - Strong communication, interpersonal, and organizational skills.
    - Ability to work independently and as part of a team.
    - Strong advocacy and problem-solving skills.
    - Proficiency in Microsoft Office Suite and other relevant software.
    - Ability to maintain confidentiality and comply with HIPAA regulations.
    - Ability to work in a fast-paced and demanding environment.

Note: This position may be contracted; however, if hired directly, the job description has been included.

The Forge seeks to hire a diverse staff and will utilize assorted sources in order to recruit teachers and market open positions. We will post our open positions and staff recruitment events on our website, LinkedIn, Facebook, and Instagram as well as utilize local talent pipelines and sources. We also plan to offer a diversity of engagement opportunities with potential team members. See below for strategies and plans to ensure that we cultivate a pool of high-quality candidates:

- Partner with Educational Organizations: As noted throughout, we have established partnerships with local universities, including Belmont, Lipscomb, and University of Tennessee, Martin which also has an education program. We will seek to leverage Belmont and Lipscomb as a pipeline for teaching candidates, as well as intend to build relationships with other such organizations across Nashville such as Nashville Teacher Residency and Teach for America Nashville.
- Advertise on Employment Platforms: We will leverage the services and reach of multiple employment platforms that are highly regarded for identifying high-quality candidates; among the platforms we anticipate using are:

    - **Indeed**: We will post vacancies on Indeed, which is one the most well-known employment search engines. We will also review resumes that candidates seeking employment have posted.
    - **LinkedIn**: We will create a LinkedIn account, allowing us to feature vacancies and be connected to professionals seeking employment.
    - **Selected**: We will seek to become registered as an employer on the site, which will allow us to advertise any vacancies. Additionally, the platform vets all applicants prior to connecting them to opportunities, which will ensure only qualified candidates are referred for consideration.
- Social media: Social media platforms allow advertisements to a wide-reaching audience. Of the social media accounts, we plan to leverage the following:

    - Facebook
    - Instagram

- Personal and Professional Pipelines: As explained throughout, the career-pathways that we are executing will need leaders in roles that have experience in the industry. We will leverage our governing Board and industry partners when recruiting staff.

We recognize that leadership positions within these career pathways will require individuals with a strong understanding of the specific industry. This experience provides valuable insights, credibility, and the ability to navigate industry-specific challenges, but are committed to finding innovative staffing solutions through partnerships and needs within the community. Given our focus on Architecture, Construction, and Engineering – fields where deep industry experience is paramount and traditional teaching certifications might not always align perfectly with the expertise needed. Here are the knowledge and strategies that the Forge will use to effectively recruit, hire, and retain candidates by:

- Clearly articulate what constitutes equivalent experience, aligning with TDOE guidelines for CTE and alternative licensure (i.e., years of work in the field, specific projects, licenses, certifications within the industry, and any required industry credentials recognized by the state).
- Outlining pathways for industry professionals to obtain the appropriate CTE licenses, occupational licenses, or alternative teaching licenses.
- Establishing partnerships with local institutions, such as MTSU, to develop appropriate pathways and support for licensure
- Partnering directly with architecture firms, construction companies, engineering firms, and industry associations in Nashville and Tennessee.
- Actively recruit on platforms like LinkedIn, focusing on professionals with specific ACE skills and experience, with a focus on those located in or willing to relocate to Tennessee.
- Posting openings on job boards and websites that cater specifically to professionals in architecture, construction, and engineering. Example websites include: ASCE Career for civil engineering professionals, Architect for architecture and urban planning positions, and AIA Career Center for architecture jobs.
- Creating a hiring process that emphasizes the candidate's portfolio, work experience, and practical skills relevant to the ACE domains. This might involve portfolio reviews, skills-based assessments, or presentations showcasing their expertise.
- Recognizing that industry experts may not have formal teaching experience, thus providing a hiring process should assess their ability to mentor, coach, and effectively communicate their knowledge and skills to middle and high school students; as well as ensuring a robust onboarding

and ongoing professional development tailored to the needs for those transitioning into teaching roles

To continue to recruit and ensure we have hired candidates that meet our pathways programs, The Forge will execute the following:

- Emphasize The Forge School's commitment to career-connected learning and project-based learning in recruitment materials. This can attract teachers who are passionate about innovative teaching approaches and integrating disciplines.

Once we have identified and vetted prospective candidates through the recruitment mechanisms identified above, we implement robust hiring procedures to ensure that we select the candidate who is the most qualified and who best aligns with our mission, vision, and core values and satisfies our selection criteria, as well as is representative of the students we will serve. These procedures are as follows:

1. Online Application: The application includes a resume and open-ended responses to evaluate professional values.
2. Phone Screen: We will ask a series of questions to assess cultural fit and mission-alignment.
3. In-Person Interview & Demo Lesson (if applicable): Finalists are invited to an in-person interview and demo day with the school site recruitment team. Prior to opening, the hiring team will act as students, and the applicant will conduct the demo lesson with the hiring team. When The Forge opens, candidates will conduct small demo lessons at the school. Depending on the position, there might be content exercises to assess a specific skill as it pertains to the job.
4. Reference Checks: Reference checks are conducted for finalists.
5. Offer: Candidates receive an offer of employment, contingent upon the completion of any background checks required by applicable law.

We believe that three aspects of our school will provide a unique experience for The Forge faculty, (1) a unique model, (2) a focus on relationships and community, and (3) opportunity for growth and development.

e. Describe how recruiting and hiring practices will ensure that the school's leadership team and staff reflect the diversity of the student body and surrounding community.

The Forge School Nashville is committed to building a team that reflects the diverse backgrounds, including multilingual staff, of its future student body and the broader Nashville community. Recognizing the richness that varied perspectives and experiences bring to an educational setting, the school will strive to create a staff that can connect with and understand the needs of all students. This commitment will guide the initial stages of recruitment, which will include a thorough analysis of Nashville's demographic makeup to inform equitable representation across all staff roles. Furthermore, The Forge School Nashville will prioritize candidates who demonstrate a strong understanding of and commitment to the school's career-connected mission and project-based learning approach.

To attract a wide range of qualified candidates, The Forge School will employ strategic and inclusive recruitment practices. The goal is to ensure that opportunities are visible to individuals from all segments

of the community and that the hiring process is fair and equitable. This will involve utilizing a variety of outreach methods and ensuring unbiased evaluation of candidates. Key strategies include:

- Broadening recruitment channels to reach diverse professional networks and community organizations within Nashville, such as NOMAnash, ACE Mentorship, the Urban League of Middle Tennessee, NAACP, Conexion Americas, Tennessee Latin American Chamber of Commerce, etc.
- Focusing on qualifications and experience relevant to the school's mission and the needs of its diverse student population, with a particular emphasis on candidates with expertise in Architecture, Construction, and Engineering fields, as well as those with experience in project-based learning**.**
- Implementing a consistent and equitable evaluation process for all applicants, which will include assessing not only content knowledge but also durable skills (i.e., communication, collaboration, problem-solving) and the ability to use data to inform instruction

The Forge School Nashville is dedicated to fostering a supportive and inclusive environment where all staff members are valued and can contribute their unique talents. The school will also establish clear expectations and processes for ensuring accountability in its commitment to diversity and representation, as well as its commitment to professional excellence and alignment with the school's innovative educational model. This will be supported by:

- Providing professional development opportunities that promote cultural awareness and understanding among staff, as well as ongoing training in project-based learning, career-connected education, and data-driven instruction.
- Establishing clear channels for feedback on the school's efforts to build a representative team and to cultivate a collaborative and growth-oriented school culture.
- Regularly reviewing the diversity of the staff in relation to the student population and community, as well as the staff's effectiveness in implementing the school's mission and instructional model, to ensure ongoing progress and improvement.

f. Explain how the school will ensure teachers are licensed and endorsed in their content areas, as required in SBE Rule 0520-02-03-.01, and identify the staff member responsible for overseeing licensure compliance.

As discussed, we will be the only school of its kind in Nashville, which offers teachers an exciting opportunity to work in a truly innovative school. We will also provide competitive salaries that are higher than MNPS and offer generous benefits packages. Additionally, as explained in the Professional Development section, we will provide ample support to our teachers to support them in refining their practice. Taken together, our school will attract the top teaching talent in Nashville.

The school is committed to hiring highly qualified teachers who are prepared and able to provide a safe, rigorous, and nurturing environment for our students. As such, we will prioritize hiring teachers who are licensed and endorsed in their content areas. Throughout the hiring process, we communicate the importance of possessing teaching certification. This starts with our written job descriptions, where we include holding Tennessee Certification and endorsement in the relevant subject area as a minimum qualification.

This process will be overseen by the Executive Director in Year 0 and Year 1 and will transition to the Operations and Finance Director in Year 3.

Additionally, given the national teacher shortage, in some instances, we will consider candidates who are eligible to obtain teaching permits. We will comply with state guidelines around teaching permits, which enable teachers to teach while working to obtain licensure. We also recognize that our ACE program is unique and because of that, we may need to extend support to our facility to meet the expectations of the State of Tennessee. With that, specifically with the Occupational Practitioner License, The Forge will support candidates with our relationship with University Tennessee, Martin as a part of their job embedded practitioner licensure program[106].

The Forge will also utilize opportunities, such as the TDOE's Computer Science Endorsement Pathway to ensure that teachers are certified. This will be a development opportunity for teachers as it will build on their current license.[107] We will also refer candidates to programs, such as iTeach to obtain their teaching license.

g. Describe the policies and procedures for staff evaluation and providing feedback and identify the school's state-approved evaluation model for teachers, as required by SBE Rule 0520-02-01 and State Board Policy 5.201.

We will implement TEAM as our evaluation model for teachers; TEAM is a state-approved model and complies with Board Rule 0520-02-01 and Policy 5.201. The Forge will implement TEAM with fidelity and follow the timeline prescribed by the state, which provides specific guidance around when components of the evaluation model such as observations and portfolio submissions should occur. As explained on the TDOE's TEAM website, the evaluation model is a summative rating of an educator's performance. It's calculated by combining several data points:

- Qualitative Data: This comes from classroom observations, evaluating the teacher's instructional practices.
- Student Growth Data: This measures the progress students make, often using TVAAS
- Student Achievement Data: This is based on a yearly goal set by the educator and evaluator.

These data are combined to create a scale score, and that score corresponds to a specific Level of Overall Effectiveness.

h. Explain the school's strategy to retain high-performing teachers. Outline the school's proposed salary ranges, employment benefits, and any incentive structures. Compare the salary ranges to the resident district and explain how they are sufficient to recruit teachers.

Salary

As noted above, we will offer competitive salaries that are higher than those of MNPS to attract top talent. Salaries are all budgeted to increase 3% per year, and teaching positions will be placed on a salary scale

[106] https://www.utm.edu/academics/educator-preparation-program/job-embedded-practitioner-licensure-program.php
[107] https://www.tn.gov/education/districts/academic-standards/computer-science.html

ranging from Step 1 to 12. All new hires will be placed on Step 5, which corresponds to a starting salary of $63,662. Each year, teachers move up a step, and any teaching new hires start on Step 5.

Benefits

The Forge School has budgeted the following for employee payroll taxes and benefits:

- 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions
- 0.5% of wages for life insurance
- 2.7% of first $7,000 in wages for each FTE for unemployment insurance
- Employer contributions to TCRS for certified teachers (assumes 9% on average for each certified position; and 12.5% for classified staff who would participate in Metro Nashville Plan)
- For health insurance, the school has budgeted for an average employer cost of $11,200 per employee for medical, dental, and vision
    - $10,000 per FTE for medical
    - $1,000 per FTE for dental
    - $200 per FTE for vision

Retaining High-Performing Teachers

Hanover Research indicates that, in addition to providing competitive compensation, teachers are retained when the school supports teacher well-being, provides meaningful development opportunities, and ensures that they have the resources that they need to teach[108]. The Forge is committed to ensure that salaries are higher than that of MNPS and that teachers have the resources necessary in their classroom through our partnerships, such as The Forge Nonprofit.
Additionally, we will implement the following:

- Bonuses: As described above, we have established many opportunities for high-performing teachers to earn bonuses for academic success on measures such as NWEA MAP, TCAP, AP, and ELPA21. Teachers may also earn bonuses for earning a LOE of 4 or 5 on their evaluation.
- Recognition: As described above, we recognize excellence across our school by publicly celebrating the successes of our staff, including high-performing teachers. Examples include Teacher of the Year Awards, newsletter shout-outs, and opportunities to present professional development to staff members.
- Leadership and Development Opportunities: We have established many pathways for high-performing teachers to grow as leaders and advance their careers within our schools including grade-level and content leads.

[108] https://www.hanoverresearch.com/k-12-education/teacher-recruitment-and-retention

Table 5: Staffing FTE Counts (Required for All Sponsors)

NOTE: All positions are not required and/or may not apply to a charter school.	Year of Operation					
Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal(s)	1	2	2	2	2	2
Supervisor / Director	2	2	3	6	6	6
Internal Audit Personnel	0	0	0	0	0	0
Classroom Teachers (core subjects)	0	9	17	27	37	37
Classroom Teachers (electives, world languages)	0	2	5	6	7	7
Special Education Teachers	0	2	4	5	5	6
English as a Second Language (ESL) Teachers	0	2	3	4	5	5
Other Teachers	0	0	0	2	3	3
Accountants/Bookkeepers	0	0	0	0	0	0
Computer Programmer(s)	0	0	0	0	0	0
Data Processing Personnel	0	0	0	0	0	0
Purchasing Personnel	0	0	0	0	0	0
Counseling Personnel	0	0	1	1	2	2
Psychological Personnel	0	0	0	0	0	0
Homebound Teachers	0	0	0	0	0	0
Librarian(s)	0	0	0	0	0	0
Social Workers	0	0	0	1	1	1
Medical Personnel	0	1	1	1	1	1
Material Supervisor(s)	0	0	0	0	0	0
Assessment Personnel	0	0	0	0	0	0
Audiovisual Personnel	0	0	0	0	0	0
Education Media Personnel	0	0	0	0	0	0
Instructional Computer Personnel	0	0	0	0	0	0
Assistant Principal(s)	0	0	0	0	0	0
Mechanic(s)	0	0	0	0	0	0
Bus Drivers	0	0	0	0	0	0
Guards	0	0	0	0	0	0
Secretary(s)	0.5	1	2	2	2	2
Clerical Personnel	0	1	1	1	2	2
Educational Assistants	0	1	1	2	3	3
Attendants	0	0	0	0	0	0
Cafeteria Personnel	0	0	0	0	0	0
Custodial Personnel	0	0	0	0	0	0
Maintenance Personnel	0	0	0	0	0	0
Part-time Personnel	0	0	0	0	0	0
School Resource Officer	0	0	0	0	0	0
Speech Pathologist	0	0	0	0	0	0
Certified Substitute Teachers	0	2	2	3	3	3
Non-certified Substitute Teachers	0	0	0	0	0	0
Total FTEs	3.5	25	42	63	79	80

Section 2.5 - Professional Development

a. Describe the expected number of days and hours for professional development throughout the school year and explain how the proposed school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.

Outlined in detail below, we will implement a comprehensive professional development program to ensure that our staff are provided with robust support and training to ensure that they feel supported, as well as have ample opportunity to improve and refine their practice. To this end, teachers engage in professional development through the school year as follows:

PROFESSIONAL DEVELOPMENT	NUMBER OF DAYS	NUMBER OF HOURS	ATTENDEES
New Hire Induction	3 days	24 hours	New Hires
Industry Summit (Summer Orientation)	10 days	80 hours	All Forge School Staff
Abbreviated Days	36	54 hours	All Academic Staff
Training Days	3 days	24 hours	All Academic Staff
Weekly Coaching	36 *approximately 45 minutes per week*	27 hours	All Academic Staff
Collaborative Planning & Professional Learning Communities	36 *approximately 45 minutes per week*	27 hours	All Academic Staff
End of Year Days	3	24 hours	All Forge School Staff
Total Number of Days and Hours for New Teachers: 260 Hours **Total Number of Days and Hours for Returning Teachers (Year 2 and beyond): 236 Hours**			

While the hours listed here are an overview, this is the minimum that teachers will engage in. Additionally, more detail can be found in the school calendar and daily schedule.

The professional development structure in Year 1 will be maintained and implemented by the Executive

Director with support from both the Upper and Lower School Principals. After Year 1, the Upper School Principal and the Lower School Principal will take on the responsibility of planning for their teachers and content, as necessary, however, they will continue to collaborate on school-wide items such as mission and vision, diverse learning practices, teaching principles, etc. This will be supported by the Learning and Language Supervising Director, and Instructional Coaches.

b. Describe the core components of a professional development plan and detail how those components will support effective implementation of the academic plan. Address the areas of special education and English learners, including implementation of individualized educational plans (IEPs) and individualized learning plans (ILPs), discipline of students with disabilities, and communication with EL families.

To ensure that our instructional staff deliver high-quality instruction and implement our academic plan effectively and with fidelity, we implement a comprehensive professional development plan. The core components of our plan are described below:

New Hire Induction: Staff new to our organization attend this full-day orientation session, where they receive introductory onboarding support around our policies, procedures, and systems. This will last 3 full days. In the first year of operation, all staff will participate in the induction.

Industry Summit (Summer Orientation): New staff will participate in 10 full days of professional development. Given our unique mission and innovative model, we will dedicate ample time during summer professional development to covering topics related to implementing our academic plan with fidelity. We will also provide training related to serving a diverse population of students, including those with disabilities and who are English learners.

Abbreviated Days: As explained in the School Calendar and Schedule, students will start their days approximately a 1.5 hours later on Wednesdays, so that staff can engage in professional development. The Forge will dedicate the 1.5 hours every Wednesday to thoughtful development of our teachers. Content will be carefully planned based on observation data, school need, and planned units of study. These sessions will provide our staff the opportunity to work within the whole group, grade level, content teams, and student support teams.

Section 2.5 - Professional Development

Training Days: Full-day professional development will be utilized to follow-up on topics initially presented during summer professional development, as well as to introduce new content and techniques. To ensure teachers are receiving the most useful and relevant training, teachers will have choices between differentiated sessions. Sessions will be led by internal staff, consultants, and potentially teacher led.

Weekly Coaching: All teachers will receive instructional coaching through observation and feedback that will be anchored in a common instructional tool, ensuring that observers and teachers are aligned on instructional expectations and that the feedback provided is normed across observers. Coaching will be non-evaluative and aimed at providing teachers with individualized support and actionable feedback in response to their specific needs. To this end, we will implement a tiered approach to coaching. Teachers who require the most support will be coached by the school's instructional coach. These teachers will be supported through weekly observation and feedback cycles.

Collaborative Planning: Explained in more detail below, teachers will meet as a grade level to collaboratively discuss students of concern, including analyzing and acting on data. To this end, grade level teams may collaboratively establish action steps and interventions to apply, as well as will use this time to monitor and discuss student progress in response. Grade level teams may also decide to refer the students to the RtI2 team. These meetings will occur during weekly professional development that is held on abbreviated days. While grade level teams will not be convened during every abbreviated professional development session, they will meet frequently throughout the year.

Professional Learning Communities: Teachers will also convene in collaborative professional learning community ("PLC") meetings once a week. In Year 1, the Executive Director and Director and Teaching and Learning will facilitate PLC meetings. The focus of PLC meetings will follow a prescribed cadence; however, time will be embedded to respond to any trends or needs as revealed by data. The focus of PLCs over the first four months of the school year will cover foundational concepts and skills. The focus of PLCs will shift in December, with the focus being anchored in data cycles. Teachers will be primed for this shift as they will apply their foundational learnings from previous PLCs.

Full-Day Professional Development: We will offer full days of professional development throughout the school year. Full-day professional development will be utilized for two main reasons: 1) In-depth data analysis; and 2 follow-ups on topics initially presented during summer professional development, as well as to introduce new content and techniques that require a more in-depth look than our weekly development day. Some of the sessions may be differentiated, but others will be based on identified need. The data analysis sessions will allow for deep analysis of student results which will allow for the creation of SMART goals set by teachers.

Section 2.5 - Professional Development

These will be led by The Forge staff and external consultants, such as Teach Like a Champion or Diverse Learners Coop as needed.

End of Year Days: We close our year with three days of professional development. During this time, we reflect on the school year that we just completed, as well as look forward to the following year. Teachers also have time to close out their classrooms for the year.

c. Provide an overview of professional development (PD) that will take place prior to and during the first year of operation. Detail how the school's leadership will determine needed PD.

Prior to the school's opening, we will provide staff with 10 full days of professional development; below provides an overview of the topics we will cover each day:

SCHEDULE	OVERVIEW
New Hire Induction Day 1	• Team Building • Introduction to The Forge Mission and Vision • Introduction to The Forge Framework
New Hire Induction Day 2	• Team Building • Durable Skills • Curriculum Overview and Pacing Guides (differentiated by content) • Instructional Work Time
New Hire Induction Day 3	• Team Building • Durable Skills • Curriculum Overview and Pacing Guides (differentiated by content) • Classroom Work Time
Industry Summit Day 1	• Team Building • Mission & Vision • Forge Foundations • Classroom Work Time
Industry Summit Day 2	• Teambuilding • Industry Partnerships Tour • Constructive Collaborative Training

Section 2.5 - Professional Development

	• Forge Forum Training
Industry Summit Day 3	• Team Building • Durable Skills • SEL • Restorative Practices / PBIS
Industry Summit Day 4	• Team Building • Durable Skills • Assessments and Data • Special Education, 504 • Operations: Emergency Response Plan & Training
Industry Summit Day 5	• Team Building • Assessments and Data • Curriculum Content Deep Dives • ESL Services • Academic Operations: School systems, policies, and expectations
Industry Summit Day 6	• Team Building • RTI2 • Curriculum Content Deep Dives • Academic Operations: School systems, policies, and expectations ○ Data Analysis ○ Grading ○ Others, as assigned
Industry Summit Day 7	• Team Building • SEL • Instructional Planning • Academic Operations: School systems, policies, and expectations ○ PowerSchool ○ Data Platforms ○ Others, as assigned
Industry Summit Day 8	• Team Building • Instructional Planning • Academic Operations: School systems, policies, and expectations ○ Parent Communication ○ McKinney Vento
Industry Summit Day 9	• Team Building • Instructional Planning
Industry Summit Day 10	• Teambuilding • Mission & Vision

	• Instructional Planning • Classroom Work Time

During the school year teachers will engage in weekly professional development and professional learning communities. Below is an overview of topics that may be considered each month; however, this information will be data driven through many resources to adapt to the needs of student needs and school-wide goals to determine the needs at any given time.

WEEKLY PD		PROFESSIONAL LEARNING COMMUNITIES	
Month	**Focus**	**Month**	**Focus**
August	• Embedding ACE into the Classroom • Durable Skills • Industry Partnerships • Diverse Learners (SPED, EL, RTI2)	August	• Embedding ACE into the Classroom • Effective Communication • Forge Forum
September	• Embedding ACE into the Classroom • Student Portfolios • Diverse Learners (SPED, EL, RTI2)	September	• Embedding ACE into the Classroom • Content Specific Strategies • Workspace integration
October	• Collaborative Constructs • Assessment and Feedback • Content/Grade-level Specific • SEL	October	• Collaborative Constructs • Data driven instruction • Content Specific Strategies • Forge Forum
November	• Embedding ACE into the Classroom • Restorative Practices • Durable Skills	November	• Collaborative Constructs • Industry Partnerships • Effective Communication
December	• Diverse Learners (SPED, EL, RTI2)	December	• Assessment and Feedback • Content Specific Strategies
January	• Industry Partners • Student Portfolios	January	• Assessment and Feedback • Workspace integration

	• Content/Grade-level Specific			• Forge Forum
February	• Collaborative Constructs • Assessment and Feedback • Content/Grade-level Specific • SEL		February	• Effective Communication • Content Specific Strategies
March	• Diverse Learners (SPED, EL, RTI2) • Content/Grade-level Specific • State Assessments		March	• Forge Forum • Prepping for State Assessments
April	• Industry Partners • Student Portfolios • Assessment and Feedback		April	• Presentation of Learning • Content Specific Strategies
May	• Industry Partners • Student Portfolios • Assessment and Feedback		May	• Presentation of Learning

Determining the Need: The need for The Forge's Professional Development and Professional Learning Communities (PLCs) will be determined by several key factors.

- Analysis of student learning data, such as the previous year's standardized test scores and classroom assessments
- Assessment of teacher needs, including teacher professional development goals, morale, and level of collaboration.
- Alignment with school-wide goals, such as implementing new initiatives or addressing specific challenges.
- Collection of data through teacher surveys and classroom observations for school insight

d. Describe how faculty and staff who are hired mid-year will receive orientation training relative to the charter school's academic plan.

The Executive Director and the associated principal will prepare individualized onboarding plans for mid-year hires. These plans will begin with a common orientation to The Forge's mission and model, including

our Forge Framework, approach to culture, and schoolwide systems and procedures (such as emergency management plans, daily and weekly schedules, technology, arrival and dismissal routines, etc.). They will also provide an overview of human resources (such as employment policies, compensation and benefits, and annual performance reviews), and operations (such as the organizational chart and supply and maintenance requests, and emergency response procedures). Based on the new teacher's experience and skills, the leadership team will continue to provide personalized training in curriculum, school culture and discipline, technology, software and data systems; or other items that develop during the training time.

e. **Describe the plan to provide professional development for school leadership. Detail how the plan will ensure that current and future leadership will have access to the knowledge needed to effectively manage and lead the school.**

School Leadership:

The Executive Director will be responsible for the development of the leadership team. The Executive Director will hold weekly leadership team meetings that will include key focuses for the team in data analysis, culture, and leadership capacity. While sessions will be held on campus, there may be opportunities for external support either at models across the nation that are innovative, collaboration through conferences, and skill specific professional developments.

While the Executive Director will manage and be responsible for the overall development of the leadership team, the leadership team will also be in charge of their own development to seek out opportunities to support their role within the mission of The Forge.

Teacher Leadership:

We prioritize developing our leaders and teachers and understand that doing so also serves as a means to cultivate future leadership capacity. Additionally, as described above, we will provide our teachers with ongoing job-embedded training through regular professional development sessions. Further supporting our teachers' growth are coaching cycles that occur with fidelity and respond to individual teacher needs. Additionally, we offer our teachers an array of leadership opportunities that high-performing teachers can assume in addition to their teaching duties. By prioritizing our teachers' professional growth and development and providing them with an array of roles in which they can further grow their skills, we build the leadership capacity of our high-performing teachers. Each of these opportunities comes with a stipend to compensate teachers for their time and effort; among these leadership roles are the following:

- **Content and/or Grade-Level Leads:** Teachers who demonstrate exemplary expertise in their content areas and leadership ability may assume the role of content lead. Teachers who

demonstrate exemplary leadership in both culture and academics may assume the role of a Grade-level lead. In these roles, leads may facilitate PD sessions for their colleagues and are tasked with leading data and content-specific meetings. Leads also provide feedback to the leadership team around planning and preparation for the upcoming school year.

- **Mentors:** As explained above, we implement a robust mentorship program to support our new teachers. Individuals who have demonstrated leadership ability as well as exhibit our core values and fidelity to our systems and structures may assume this role, which is critical to ensuring that teachers new to us feel welcomed and supported and have a sense that they fully belong.

Section 2.6 - Transportation

a. Describe the plan to provide daily transportation to students, if applicable.

Public Transportation: We will utilize the existing WeGo Public Transit system in Nashville as an option for student transportation to and from our school with additional emphasis on the following to support families:

- **Route Analysis:** Prior to the school year, we will conduct a comprehensive analysis of student residences in relation to existing public transportation routes and stops.
- **Free Bus Passes:** To ensure equitable access, we will provide free bus cards to students residing within close proximity to bus lines. This will eliminate transportation costs for these students and their families.

Forge Buses: The Forge will contract for bus services with a reputable transportation provider that is on the approved Tennessee Department of Education list. The Community Partnerships & Operations, Director will be responsible for overseeing transportation in Years 1 and 2, with support from the Operations Coordinator and Specialist as determined looking ahead. This will then shift to the Director of Operations and Finance. The contracted transportation will support students who do not live close to a bus line. We have a budget of approximately $90,000 per year for daily transportation, per bus; with an additional $25,000 budgeted each year for additional transportation based on a student's IEP. See below for a breakdown, and our Budget in Line Item 312.

Contracted Transportation			
Year	Number of Buses	Budgeted Funds	
		Daily Transportation	Special Education Transportation
1	3	$270,000	$25,000
2	6	$540,000	$25,000
3	9	$810,000	$25,000
4	10	$900,000	$25,000
5	10	$900,000	$25,000

Specific routes will be mapped out once students that require busing are identified. Saturday school will not be offered. Should there be a change of need during our charter, we will adjust transportation

accordingly, as each year, we plan to review this information specific to students. Additionally, The Forge will stay up to date on the latest policies of transportation by State requirements.

Forge Vans: To provide additional context, The Forge Shuttle is a 7-9 passenger van that will be used to transport groups of students. The Forge Shuttle will meet all applicable State and Federal laws, including T.C.A. 29-20-101 et seq. The shuttle will be driven by a properly licensed employee.

Special Education Transportation: For each year of our operating budget, we included $25,000 for the potential need for additional transportation. This can be found in Account Code 312 in the budget.

b. Describe the plan to provide applicable transportation services related to extracurricular activities, field trips, summer camps, post-secondary visits, work-based learning etc. Detail the budgetary impact and assumptions related to transportation services.

Cocurricular Activities: The Forge will provide transportation for our co-curricular activities that may take place in the afternoon/evenings or over the weekend. This will most likely be contracted with the same vendor that we will use for daily transportation, or, depending on the size of the student group, The Forge Shuttle will be used. Our budgetary assumption can be found in our Budget Attachment in either the 312 Contracts with Private agencies and/or 729 Transportation Equipment, which is a Capital Expenditure.

Field Experiences: The Forge will provide transportation for any field experiences that will take place. This will be most likely contracted with the same vendor that we will use for daily transportation, or depending on the size of the student group, The Forge Shuttle will be used. Our budgetary assumption can be found in our Budget Attachment in either the 312 Contracts with Private agencies and/or 729 Transportation Equipment, which is a Capital Expenditure.

Work-Based Learning: As noted above, we will leverage both public transits, a contracted service provider to transport students to and from school or depending on the student groups and need The Forge Shuttle may be used and from the following our work-based learning. Our budgetary assumption can be found in our Budget Attachment in either the 312 Contracts with Private agencies and/or 729 Transportation Equipment, which is a Capital Expenditure.

Allocations as discussed above can be found in Attachment W.

c. Describe the plan to provide transportation to students whose individualized education plan (IEP) requires transportation to ensure the student receives a free and appropriate public education (FAPE) pursuant to 34 CFR §300.34(c).

The Community Partnerships & Operations Director will work closely with the Special Education Coordinator to identify students who need transportation according to their IEPs or 504 plans. We have allocated funds to meet all anticipated transportation costs. If more students enroll with special transportation needs or transportation costs for students with special needs otherwise exceed our budgeted amounts, we will immediately modify the budget to ensure that all students receive all mandated transportation services.

Section 2.6 - Transportation

d. Describe how the transportation vendor will be selected or, in the alternative, how the proposed school will provide transportation.

To select the best transportation vendor for our school, we will use a competitive Request for Proposal (RFP) process. The Community Partnerships & Operations Director will lead this process, with support from Operations Coordinator. The RFP will be made available to potential vendors through email and by posting it on our school's website. Our evaluation of proposals will focus on key factors such as pricing, the vendor's ability to provide the services we need, their experience in this field, and their overall business practices. Additionally, we will ensure that they are an approved vendor with the Tennessee Department of Education and meet all applicable state laws and rules. The final decision on the chosen vendor will be made by the Community Partnerships & Operations Director, with input from the Executive Director and final approval from the Board.

e. Detail whether the proposed school will provide its own transportation services, contract out for transportation, request that a district provide transportation, or a combination thereof. Describe the plan to provide oversight of transportation services and identify who on the school's staff will provide this daily oversight.

As discussed above, the Forge plans to have students utilize Public Transportation but will contract for bus services with a reputable transportation provider that is on the approved Tennessee Department of Education list. The Community Partnerships & Operations Director will be responsible for overseeing transportation, with support from the Operations Coordinator and Specialist, as determined.

f. Explain how the proposed school will ensure compliance with all federal and state transportation laws and regulations, including, but not limited to, T.C.A. § 49-6-2101 - 2119 and SBE Rule 0520-01-05.

To ensure compliance with Tenn. Code Ann. § 49-6-2116 and SBE Rule 0520-01-05, we will complete the following:

- We will appoint the Community Partnerships and Operations Director as the transportation supervisor to oversee transportation services.
- As the transportation supervisor, the Community Partnerships and Operations Director will complete a student transportation management training program as outlined in Tennessee Code and will subsequently complete a minimum of four hours of approved annual training
- We will submit the name of the Community Partnerships and Operations Director, appointed as the transportation supervisor, to the TDOE by August 15 each year. We will also submit documentation to verify that the transportation supervisor has completed all required training. We will also promptly notify the TDOE if there is a change in who we appoint as the transportation supervisor.

Section 2.6 - Transportation

- We will adopt a Board-approved transportation policy that outlines the following to ensure the safe transport of our students:
    - Procedure for school stakeholders (students, parents, teachers, staff, community members) to report school bus safety complaints
    - Procedure for the transportation supervisor to investigate complaints that follow required timelines
    - Requirement that each contracted bus has the phone number for reporting complaints displayed on the rear bumper
    - Process to provide annual notice to students and parents about the complaint procedure
    - Policy that outlines the procedure for the collection and maintenance of all required records
- As a part of vendor selection, ensure they meet all components and requirements as discussed in State Board Rule 0520-01-05, including bus color, bus type, insurance requirements, records and reports, maintenance, etc.

The Forge will provide special education transportation as mandated by students' Individualized Education Programs (IEPs) and in compliance with the state's regulations for students with disabilities. We will work closely with families and the Tennessee Department of Education's guidelines to determine the necessary transportation services, which may include utilizing existing bus routes with appropriate accommodations or contracting with specialized transportation providers approved by the state. All will be in accordance with IEP team decisions and Tennessee State Law. Our commitment is to ensure safe, reliable, and timely transportation that meets the unique needs of each student with a disability, facilitating their access to a free and appropriate public education within the state of Tennessee.

g. If the school will not provide daily transportation services to and from school, describe how students will get to and from school and how the school will address any transportation barriers for student attendance.

Not Applicable.

Section 2.7 - Additional Operations

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

a. **A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to T.C.A. § 49-13-111(n), and sexual abuse.**
b. **A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify the Tennessee Department of Education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to T.C.A. § 49-13-107(b)(19).**
Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

See **Attachment Q** for The Forge's insurance letter from Martin & Zerfoss, Inc.

The Forge will prioritize obtaining comprehensive insurance coverage as a fundamental aspect of responsible operation and risk management.

Note: The Forge does not propose to have athletics, therefore additional liability coverage is not required.

Food Service Plan:

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

The Forge will provide a nutrition program through a contracted vendor, in accordance with T.C.A. § 49-6-2301--2307.

The Forge will fully participate in the federally funded National School Lunch Program ("NSLP") and School Breakfast Program ("SBP"), which are administered at the state level by the Tennessee Department of Education, School Nutrition Program. We will adhere to the income eligibility guidelines established by the

Section 2.7 - Additional Operations

USDA and the state to provide free and reduced-price meals to qualifying students, including the following:

- We will follow Tennessee's guidelines for informing parents and guardians about the availability of free and reduced-price meals. This will include providing clear and accessible application materials in English, Spanish, and any other prevalent languages in our community that may arise. Information will be distributed during registration, posted on the school website, and included in school communications. We will strictly adhere to Tennessee's policies that emphasize the confidentiality of students receiving free or reduced-price meal.
- As applicable, we will implement the Community Eligibility Provision (“CEP”), if eligible based on Tennessee's guidelines and the socioeconomic data of our student population, which may provide free meals to all students without the need for individual applications.
- Our food service program will align with Tennessee's Healthy Schools Act and the state's requirements for local school wellness policies, which may include provisions related to ensuring access to nutritious meals for all students.
- We will actively collaborate with the Tennessee Department of Education, School Nutrition Program, to stay informed about state-specific regulations, best practices, and available resources for supporting low-income students' nutritional needs.

Logistically, The Forge breakfast and lunch programs will be served in the Multipurpose Room. Breakfast will be offered before the start of the school day, with a flexible window to accommodate varying arrival times. Lunch will be served during designated periods aligned with the daily class schedule, staggered by grade level to manage student flow and minimize congestion. See our daily schedule for more information. To ensure efficient service, we anticipate utilizing multiple serving lines offering a variety of hot and cold options, as well as pre-packaged healthy choices. Clear signage and designated pathways will guide students through the cafeteria, including any signs that are required by state and federal law. We will continuously evaluate and adjust our service model based on observations to optimize efficiencies.

Our menus will meet the nutritional standards set forth by the USDA's National School Lunch and School Breakfast Programs and the Tennessee Department of Education; and The Forge will adhere to food safety regulations as outlined by the Tennessee Department of Health.

<u>Food Service Vendor Selection</u>

To ensure our students receive high-quality meals, we will select a food service vendor through a competitive process. This process will involve issuing a Request for Proposal (RFP) overseen by the Director of Community Partnerships and Operations, who has responsibility for food services. The RFP,

outlining the scope of work and deadlines, will be distributed to potential vendors via email and posted on our school's website. Vendor selection will be based on a comprehensive evaluation of pricing, service capabilities, experience, and business practices. The Director of Community Partnerships and Operations will make the final selection, with input from the Executive Director and final approval from the Board.

Sample contract provisions and expectations of the vendor/school relationship include:

- Maintaining Tennessee Health Department Bi-Annual Inspection with a Passing Score
- Having a HACCP program in place and be able to provide proof of such
- Maintaining Daily Individual Meal Food Production Records
- Maintaining Daily Individual Meal Component Documentation
- Maintaining a “Buy American” Provision
- Maintaining 21-day Monthly Cycle Menus
- Making accommodations for Food Allergies
- Ensuring hot meals maintained at 140 degrees or above and cold meals at 40 degrees or below prior to and during transport and delivery
- Providing meals that are individually packaged and sealed.
- All meals will be priced as a unit, which meet USDA requirements
- Any provider shall implement the “Traditional Menu Planning Approach”
- The provider substitutes food components for a student with disabilities (7 C.F.R. Section 15b) if their disability restricts their diet.

As discussed above, It is essential that The Forge has a plan to support food services to meet the needs of students identified as low-income. This first begins with accurate collection, reporting, and maintenance of free and reduced-price lunch information. These efforts will be led by our Director of Community Partnerships and Operations and the Operations Coordinator. This process will begin at the onset of enrollment and continue throughout family orientation. We will provide ongoing support regarding related forms and ensure that all families are able to complete them.

The Forge will comply with all applicable federal, state (Tennessee), and local guidelines and regulations related to food services

Technology:

f. List the technology required to meet the academic and operational needs of the

Section 2.7 - Additional Operations

proposed school.

g. List technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.

h. Describe how the proposed school will ensure student access to the technology required for state mandated assessments; include infrastructure requirements and costs in the operating budget template and narrative.

Student and Staff Technology

As stated above, we will implement a 1:1 technology ratio, with every student being issued a dedicated

Computer that runs a Windows operating system - which is native to the ACE work field for necessary programming. As previously mentioned in the application, The Forge will run on Microsoft. As discussed, students will receive certification in all Microsoft products in middle school which will allow them to have a foundation to learning the more intricate programs as a part of the ACE pathways in the secondary school.

Examples of programs that will support our ACE pathways include, but are not limited to:

- Sketchup: 3D modeling software that allows users to create and manipulate 3D models
- AutoCAD: Software used for 2D and 3D drafting, design, and modeling.
- Bim/Revit: Building Information Modeling tool
- Rhino: Tool for creating, editing, analyzing, documenting, rendering, animating, and translating
- Adobe: Multimedia and software product
- Bluebeam: PDF markup and editing software widely used in the Architecture, Engineering, and Construction (AEC) industry

Teachers will be issued laptops and classrooms will be outfitted with SmartBoards and document cameras. The main office and staff workroom(s) will have all needed technology, including desktop computers, printers, and copy machines. We have budgeted for all anticipated technology and infrastructure needs, as outlined in the Planning and Budget Worksheet section.

The Forge will implement a 1:1 technology ratio, with every student being issued a dedicated

Computer that runs a Windows operating system, which will be used for state mandated assessments.

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Makerspace

The Forge makerspace will be equipped with a diverse range of tools to encourage creativity and exploration. High-tech offerings will include but are not limited to 3D printers for bringing digital designs to life, CNC machines for precise and automated manufacturing, laser cutters for intricate cutting and engraving, vinyl cutters for personalized creations, and computer workstations with design software. Alongside these advanced technologies, the makerspace will feature a robust collection of low-tech tools. This will include, but is not limited to hand tools like saws, drills, and soldering irons, alongside items such as woodworking materials, and electronics kits. This balanced approach ensures accessibility for all skill levels and encourages experimentation with a variety of techniques and materials that support standards within the classroom.

School health and nursing services:

i. Describe the plan for compliance with the Coordinated School Health Program, including any plans to hire or contract with a school nurse.

j. Identify who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.

The Forge will operate in compliance with the Tennessee Coordinated School Health Program.[109] Creating a healthy and safe environment is integral to a student's success. This will take many forms at The Forge, as the Coordinated School Health Program encompasses eight health-related components that work together to support the physical, emotional, and social health education of students as staff.

As outlined on the TDOE's website, these components are Health Education, Health Services; Nutrition; Physical Education and activity; Healthy School Environment; School Counseling, Psychological and Social Services; Student, Family and Community Involvement; and School Staff Wellness.

The chart below outlines how we will address each of the components listed at The Forge to ensure compliance:

Component	Description
Health Education	• We offer physical education as an elective, which addresses aspects of health and wellness. • We embed time for social-emotional learning in our daily Schedule (Forge Forum). While we have already discussed our focus on durable skills, we also will discuss key topics such as healthy living,

[109] https://www.tn.gov/education/districts/health-and-safety/coordinated-school-health.html

	careful around medications, drugfree lifestyles, and other related topics.
Health Services	• We will contract out for a nurse whose role will be to protect and promote the health of our students. • The nurse will manage Individualized Health Plans and immunization compliance and be managed by our Director of Community Partnerships and Operations. [*As shown in Attachment W, we have allocated a full-time position to this beginning in Year 1. As our student population grows, The Forge will explore hiring a full-time nurse on staff to ensure our student health programming can be maintained at full growth.]*
Nutrition	• Students learn through nutrition during physical education classes, as well as supporting topics in Forge Forum as necessary. • As outlined in our Food Service discussion, we will contract with a food service provider that will support our students with nutritious meals for breakfast and lunch that comply with local, state, and federal nutrition requirements.
Physical Education and Activity	• As noted above, we will offer physical education as part of our electives.
Healthy School Environment	• As referenced in the Academic Focus and Plan section and throughout the application, one of the key characteristics of our academic plan is ensuring that we foster a health school environment for all students, families, staff and other stakeholders. We want to ensure a sense of belonging to all. • Described in our Safety and security section, we also want to ensure that our school environment is physically safe, implementing an array of proactive safeguards as well as being prepared to react to any threats, as necessary.
School Counseling, Psychological and Social Services	• For our focus on ensuring that every student feels a sense of belonging, we attend to the mental, emotional, and social health of our students. • Research shows that feeling a sense of belonging to a fundamental human need and is a "major factor that contributes positively to an individual psychological development."[110] • The Forge will have a School Counselor and/or School Social Worked in Year 3. The Forge will increase the number of Counselors / Social Workers if needed over time to ensure that sustainable practices are in place to support students and staff.
Student, Family, and Community Involvement	• As discussed in our Academic Focus and School Culture and Discipline sections (more found there), we involve students, families, and community members in different ways for the success

[110] https://www.academia.edu/34437964/Sense_of_Belonging_at_School_Defining_Attributes_Determinants_and_Sustaining_Strategies

	of our school, including surveys and advisory/councils for feedback and implementation. • We will collaborate with community organizations to provide resources and support to our families, including any health initiatives that may arise.
School Staff Wellness	• As noted throughout, we aim to cultivate a strong sense of belonging across all school stakeholders, including staff. • Research shows that feeling a sense of belonging contributes to a Positive school culture, which promotes wellness among students and staff.[111] • Provide professional developments and resources to staff that discusses healthy habits, such as stress management, wellness programs for teachers, etc.

A comprehensive school health plan is vital for students because it directly supports their health and learning during adolescent years. It provides essential education, services, and a healthy environment to help them make good choices, address health issues, and thrive academically. By focusing on their physical, emotional, and social well-being, and involving families, staff, and the community, our plans will support students' health and set up for future success.

Safety and security:

k. Describe the plan for ensuring the safety and security of students, staff, guests, and property. Identify the person or position responsible for school safety operations.

l. Describe the process and timeline for creating the school's emergency operations plan.

School safety is our top priority. Ensuring the safety and security of all individuals within our school community – students, staff, and visitors – is paramount. This commitment will be a cornerstone of our school's operations.

Ensuring the safety of students, staff, and school guests, as well as securing the school's property, is a fundamental priority in the operation of our school. The Director of Community Partnerships and Operations will be responsible for the safety of the school during day-to-day operations; this will transition to other Operations team members as the school grows.

111 https://greatergood.berkeley.edu/article/item/how_to_create_a_positive_school_climate#:%7E:text=Researchers%20have%20found%20that%20a%20positive%20school%20climate,academic%20achievement%2C%20motivation%20to%20learn%2C%20and%20psychological%20well-being

Section 2.7 - Additional Operations

The Forge School's safety and security for students, staff, guests, and property, prioritizes a proactive, multi-layered approach, leveraging resources and collaborations. We will actively utilize guidance from the Tennessee School Safety Center ("TSSC") and explore relevant initiatives from the Tennessee Bureau of Investigation ("TBI"), as necessary. A mandated Threat Assessment Team, trained potentially by the TSSC or alternate entity, will identify and mitigate potential threats. The Forge will establish an anonymous reporting system compliant with Tennessee requirements will be implemented, alongside a mass notification system, which adheres to state regulations for parental communication during emergencies. Regular safety drills, meeting Tennessee's state standard of frequency and type (evacuation, lockdown, severe weather, shelter-in-place, reunification), will be conducted and documented.

We will keep exterior doors locked at all times and establish a single point of entry to the school. When students, staff, or visitors enter the building, they will enter an area where they can check in

at the front office and check into the school building.

In coordination with the Metro Nashville Public Schools Office of Emergency Management, the Director of Community Partnerships and Operations will develop Emergency Operations Plans. The Director of Community Partnerships and Operations will be tasked with updating the plan each Summer. All relevant Tennessee laws and policies related to school safety will be explicitly incorporated. Once final, the plan will be submitted to all required entities, including MNPS, and will be shared with relevant local law enforcement and public service agencies. These plans will ensure that staff, students and families understand the protocols for the following: evacuation, lockdown, severe weather, shelter-in-place, and reunification procedures. Staff and students will regularly practice the procedures to ensure readiness for an emergency situation, as required throughout the year. The Forge will use professional development time to practice systems and to review/update staff members on emergency situation protocols and school procedures. The initial review of procedures will be reviewed during Summer Professional Development. Teachers will also be required to complete any annual mandated trainings, including, but not limited to Blood Borne Pathogens, Suicide Prevention, Sexual Harassment, Mandated Reported, etc., Additionally, safety expectations and procedures will also be covered during orientation sessions with families.

Here is a discussion of process and timeline for creating the Forge's Emergency Operation's Plan:

- **April - July:**
    - Establish team
    - Conduct Threat Assessment, as required by State Law and with any entities such as law enforcement present.)
    - Review best practices and Tennessee legal requirements
    - Develop draft plan components,
    - Outline communication/training strategies.
- **August - September:**

Section 2.7 - Additional Operations

  - Review of the draft in collaboration with Metro Nashville Public Schools
  - Revision and finalization of the plan
- **September - May:**
  - Dissemination of the finalized EOP
  - Continued comprehensive staff training, student education, and parent communication on emergency procedures.
- **Beginning April Each Year (Ongoing):**
  - Post-drill review
  - Annual review of the EOP, with updates as needed based on Tennessee guidelines and local context.
  - Engage in Threat Assessment

While above is a frame of timeline for execution of planning for the Emergency Operations Plan, dates can be adjusted to ensure compliance with any Tennessee or authorizer requirements.

The Forge will follow state and district guidelines for the creation of the school's Emergency Operations Plan as part of the school's pre-opening timeline.

Section 2.8 - Charter Management Organization
(Required if Answered "Yes" to Sponsor History and Intent Question 6)

N/A

Section 2.9 – Network Vision, Growth Plan & Capacity
(Required if Answered "Yes" to Sponsor History and Intent Question 1,3, or 5)

N/A

Section 2.10 – Network Governance
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

N/A

Section 2.11 – Network Management and Personnel
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

N/A

Table 6: Decision Making Responsibilities
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

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

Table 7: School Projections
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

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

Table 8: Network Staff Projections
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

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

Table 9: School Staff Projections

(Required if Answered "Yes" to Sponsor History and Intent Question 3)

NOTE: All positions are not required and/or may not apply to a charter school.	Year of Operation					
Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal(s)						
Supervisor / Director						
Internal Audit Personnel						
Classroom Teachers (core subjects)						
Classroom Teachers (electives, world languages)						
Special Education Teachers						
English as a Second Language (ESL) Teachers						
Other Teachers						
Accountants/Bookkeepers						
Computer Programmer(s)						
Data Processing Personnel						
Purchasing Personnel						
Counseling Personnel						
Psychological Personnel						
Homebound Teachers						
Librarian(s)						
Social Workers						
Medical Personnel						
Material Supervisor(s)						
Assessment Personnel						
Audiovisual Personnel						
Education Media Personnel						
Instructional Computer Personnel						
Assistant Principal(s)						
Mechanic(s)						
Bus Drivers						
Guards						
Secretary(s)						
Clerical Personnel						
Educational Assistants						
Attendants						
Cafeteria Personnel						
Custodial Personnel						
Maintenance Personnel						
Part-time Personnel						
School Resource Officer						
Speech Pathologist						
Certified Substitute Teachers						
Non-certified Substitute Teachers						
Total FTEs						

Section 2.12 – School Replication ***(Required if Answered "Yes" to Sponsor History and Intent Question 4)***
N/A

Section 3.1 - Operating Budget

See **Attachment W** for the Operating Budget.

Section 3.2 - Operating Budget Narrative

See **Attachment X for** the Operating Budget.

Section 3.3 – Network Financial Plan
(Required if Answered "Yes" to Sponsor History and Intent Question 3)

N/A

Section 4.1 – School Portfolio Summary
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

N/A

Section 4.2 – Academic Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

N/A

Section 4.3 – Fiscal and Operational Performance Record
(Required if Answered "Yes" to Sponsor History and Intent Question 1)

N/A

Attachments

Use the Attachment Coversheets provided in the following section to clearly indicate the beginning of each attachment. All attachments must be included following the narrative section of the application. This approach preserves the narrative's clarity and allows reviewers to reference supporting documents easily.

Attachment	Section	Description	Requirement Notes
A	1.4	Annual Academic Calendar	*Required for all sponsors*
B	1.4	Daily Schedule	
C	1.5	Enrollment Policy	
D	1.6	Letters of Support	
E	1.7	Student Handbook and Required Forms	
F	1.7	Student Discipline Policy	
G	2.1	Articles of Incorporation	
H	2.1	Proof of Non-Profit and Tax-Exempt Status	
I	2.1	By-laws	
J	2.1	Board Member Code of Conduct	
K	2.1	Conflict of Interest Policy	
L	2.1	Board Member Resumes or Biographies	
M	2.1	Board Policies	
N	2.4	Organizational Chart: Year 1	
O	2.4	Organizational Chart: Full Capacity	
P	2.4	School Leader Resume *(if hired)*	
Q	2.7	Insurance Coverage	
R	2.8	CMO Agreement	*Required if "yes" on Sponsor History and Intent Question 6.*
S	2.9	Network Annual Progress Report	*Required if "yes" on Sponsor History and Intent Question 3.*
T	2.11	Organizational Chart: Year 1	
U	2.11	Organizational Chart: Year 5	
V	2.12	Previously Approved and Authorized Application for School Being Replicated	*Required if "yes" on Sponsor History and Intent Question 4.*
W	3.1	Operating Budget Template	*Required for all sponsors.*
X	3.2	Operating Budget Narrative	
Y	3.3	Network Financial Plan	*Required if "yes" on Sponsor History and Intent Question 3.*
Z	4.1	Portfolio and Performance Template	*Required if "yes" on Sponsor History and Intent Question 1.*
	4.2		
	4.2		
AA	4.3	Performance and Evaluation Reports	
BB	4.3	Renewal and Interim Reports	
CC	4.3	Annual Reports	
DD	4.3	Litigation Documents	
EE	4.3	Audited Financial Statements	

Attachment A Cover Page

Annual Academic Calendar

REQUIRED FOR ALL SPONSORS

Attachment A: Annual Academic Calendar

The Forge School, Academic Calendar

2026-2027

July 2026						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
			1	2	3	**4**
5	6	7	8	9	10	**11**
12	13	14	15	16	17	**18**
19	20	21	22	23	24	**25**
26	27	28	29	30	31	

August 2026						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
						1
2	3	4	5	6	7	**8**
9	10	11	12	13	14	**15**
16	17	18	19	20	21	**22**
23	24	25	26	27	28	**29**
30	31					

September 2026						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
		1	2	3	4	**5**
6	7	8	9	10	11	**12**
13	14	15	16	17	18	**19**
20	21	22	23	24	25	**26**
27	28	29	30			

October 2026						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
				1	2	**3**
4	5	6	7	8	9	**10**
11	12	13	14	15	16	**17**
18	19	20	21	22	23	**24**
25	26	27	28	29	30	**31**

November 2026						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
1	2	3	4	5	6	**7**
8	9	10	11	12	13	**14**
15	16	17	18	19	20	**21**
22	23	24	25	26	27	**28**
29	30					

December 2026						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
		1	2	3	4	**5**
6	7	8	9	10	11	**12**
13	14	15	16	17	18	**19**
20	21	22	23	24	25	**26**
27	28	29	30	31		

January 2027						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
					1	**2**
3	4	5	6	7	8	**9**
10	11	12	13	14	15	**16**
17	18	19	20	21	22	**23**
24	25	26	27	28	29	**30**
31						

February 2027						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
	1	2	3	4	5	**6**
7	8	9	10	11	12	**13**
14	15	16	17	18	19	**20**
21	22	23	24	25	26	**27**
28						

March 2027						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
	1	2	3	4	5	**6**
7	8	9	10	11	12	**13**
14	15	16	17	18	19	**20**
21	22	23	24	25	26	**27**
28	29	30	31			

April 2027						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
				1	2	**3**
4	5	6	7	8	9	**10**
11	12	13	14	15	16	**17**
18	19	20	21	22	23	**24**
25	26	27	28	29	30	

May 2027						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
						1
2	3	4	5	6	7	**8**
9	10	11	12	13	14	**15**
16	17	18	19	20	21	**22**
23	24	25	26	27	28	**29**
30	31					

June 2027						
Su	**Mo**	**Tu**	**We**	**Th**	**Fr**	**Sa**
		1	2	3	4	**5**
6	7	8	9	10	11	**12**
13	14	15	16	17	18	**19**
20	21	22	23	24	25	**26**
27	28	29	30			

- Mission & Industry Summit
- New Hire Induction
- Training Day
- Leadership Summit
- First/Last Day of School
- End of Quarter
- Abbreviated Days
- Students/Teachers Out
- Students In
- Parent Teacher Conferences

July 6-8, 2026	Leader Retreat
July 15-17, 2026	New Hire Orientation
July 20-31, 2026	Industry Summit
August 3, 2026	First Day of School
Sept 3, 2026	Labor Day
Oct 14-16, 2026	Fall Break
Nov 23-27, 2026	Thanksgiving
Dec 21-Jan 1, 2027	Winter Break
Jan 18, 2027	Martin L. King Day
February 15, 2027	President's Day
March 22-26, 2027	Spring Break
May 31, 2027	Memorial Day
June 4, 2027	Last Day of School

Q1: 49 days	August 3-October 9
Q2: 45 days	October 19-January 12
Q3: 46 days	January 11-March 19
Q4: 48 days	March 29-June 17

Total Days: 188

Attachment B Cover Page

Daily Schedule

REQUIRED FOR ALL SPONSORS

Attachment B: Daily Schedule

Sample Schedule (All Grades)

(Monday, Tuesday, Thursday, Friday)

8:00 - 8:25	Arrival / Breakfast	25
8:25 - 8:30	Passing	5
8:30 - 9:15	Block 1	45
9:15 - 9:20		5
9:20 - 10:05		45
10:05 - 10:10	Passing	5
10:10 - 10:55	Block 2	45
10:55 - 11:00		5
11:00 - 11:45		45
11:45 - 11:50	Passing	5
11:50 - 12:45	Block 3	55
12:45-12:50		5
12:50 - 1:20		30
12:20 - 1:25	Passing	5
1:25 - 2:10	Block 4	45
2:10 - 2:15		5
2:15 - 3:00		45
3:00 - 3:05	Passing	5
3:05 - 3:50	RTI	45
3:50 - 4:05	Dismissal	15
	Total Minutes	485

This schedule outlines The Forge's Monday, Tuesday, Thursday, and Friday school day starting at 8:00 AM. It begins with a 5-minute Arrival/Breakfast period. The day is primarily organized around our modified block schedule along for 4 main blocks, with the opportunity for smaller 45-minute instructional blocks with 5-minute passing periods. A 30-minute lunch block is included, as is a 45-minute period for RTI, which students receive daily, and 55 minutes for Forge Forum. The school day concludes with a 15-minute dismissal period at 4:05 PM.

Key points of the Monday, Tuesday, Thursday, Friday schedule:

- The schedule prioritizes instructional time with consistent 45-minute modified blocks, or 90-minute blocks.

- 5-minute passing periods are consistently used for transitions between activities
- A dedicated 30-minute lunch period is provided.
- A 45-minute RTI block is included, indicating a focused student academic support, which occurs daily.
- The total duration of the scheduled activities is 485 minutes (8 hours and 5 minutes).
- Math and ELA courses are year-long courses that students will participate in daily. This is to continue to support grade-level literacy and numeracy outcomes.
- Science and Social Studies are a part of the block schedule, so students will engage in one course for the first semester, and the alternate course during the second semester.
- Block 3 for students will always remain the same on the M, T, Th, F schedule as students will engage in Forge Forum and Lunch.

Sample Schedule (All Grades)

(Wednesday – Abbreviated Day)

9:00 – 9:15	Arrival / Breakfast	15
9:15 – 9:20	Passing	5
9:20 – 10:00	Block 1	40
10:00 – 10:05		5
10:05 – 10:45		40
10:45 – 10:50	Passing	5
10:50 – 11:30	Block 2	40
11:30 – 11:35		5
11:35 – 12:15		40
12:15 – 12:20	Passing	5
12:20 – 1:00	Block 3	40
1:00 – 1:05		5
1:05 – 1:35		30
1:35 – 1:40	Passing	5
1:40 – 2:20	Block 4	40
2:20 – 2:25		5
2:25 – 3:05		40
3:05 – 3:10	Passing	5
3:10 – 3:55	RTI	45
3:55 – 4:05	Dismissal	10
	Total Minutes:	**425**

This schedule outlines The Forge's abbreviated school day starting at 9:00 AM. It begins with a 15-minute Arrival/Breakfast period. The day is primarily organized around our modified block schedule for 4 main blocks, with the opportunity for smaller 40-minute instructional blocks with 5-minute passing periods. A 30-minute lunch block is included, as is the 45-minute period for RTI, which students receive daily, and 40 minutes for Forge Forum. The school day concludes with a 10-minute dismissal period at 4:05 PM.

Key points of the abbreviate day schedule:

- The schedule prioritizes instructional time with consistent 40-minute modified block, or 80-minute blocks.
- 5-minute passing periods are consistently used for transitions between activities.
- A dedicated 30-minute lunch period is provided.

- A 45-minute RTI block is included, indicating a focused student academic support, which occurs daily.
- The total duration of the scheduled activities is 425 minutes (7 hours and 5 minutes)
- The Forge's abbreviated days are for teachers to engage in professional development. Professional Development for teachers will be for 1.5 hours each week on Wednesdays prior to the school day starting.
- Math and ELA courses are year-long courses that students will participate in daily. This is to continue to support grade-level literacy and numeracy outcomes.
- Science and Social Studies are a part of the block schedule, so students will engage in one course for the first semester, and the alternate course during the second semester.
- Block 3 for students on the abbreviated day will be an extended club lunch and is combined with a portion of Forge Forum, for student voice in their choice and belonging. During this time, students will experience opportunities to start clubs, participate in student-led clubs, work on CTSO projects, meet with industry mentors and/or peer mentors, and choose mindfulness spaces provided throughout the building.
- The Forge School daily and weekly schedule is intentionally created to not require any waivers as it exceeds daily required instructional minutes to accommodate rigorous and supported instruction, opportunities for extracurricular activities, and incorporates our mission-aligned industry partnership/mentorship programs all within our regular school day to ensure equity of access to the student opportunities that make the Forge School unique and innovative.

Note: At times, the passing period in Block 3 may be combined with Forge Forum in the sample schedules below.

Student A: Sample Schedule (M, T, Th, F), 6th Grade			
	Course	**Core/Pathway**	**Credit**
8:00 - 8:25	Arrival / Breakfast		
8:25 - 8:30	Passing		
8:30 - 9:15	Math 6	Core	1
9:15 - 9:20	Passing		
9:20 - 10:05	ELA 6	Core	1
10:05 - 10:10	Passing		
10:10 - 10:55	Science 6	Core	1
10:55 - 11:00			
11:00 - 11:45			
11:45 - 11:50	Passing		
11:50 - 12:50	Forum 6	Pathway	
12:50 - 1:20	Lunch		
12:20 - 1:25	Passing		
1:25 - 2:10	Career Awareness	Core/Pathway	0.5
2:10 - 2:15	Passing		
2:15 - 3:00	PE	Core	0.5
3:00 - 3:05	Passing		
3:05 - 3:50	RTI	Req'd	N/A
3:50 - 4:05	Dismissal		

Student A: Sample Schedule (Wed), 6th Grade

	Course	Core/Pathway	Credit
9:00 - 9:15	Arrival / Breakfast		
9:15 - 9:20	Passing		
9:20 - 10:00	Math 6	Core	1
10:00 - 10:05	Passing		
10:05 - 10:45	ELA 6	Core	1
10:45 - 10:50	Passing		
10:50 - 11:30	Science 6	Core	1
11:30 - 11:35			
11:35 - 12:15			
12:15 - 12:20	Passing		
12:20 - 1:00	Forum 6		
1:00 - 1:05	Passing		
1:05 - 1:35	Lunch		
1:35 - 1:40	Passing		
1:40 - 2:20	Career Awareness	Core/Pathway	0.5
2:20 - 2:25	Passing		
2:25 - 3:05	PE	Core	0.5
3:05 - 3:10	Passing		
3:10 - 3:55	RTI	Req'd	N/A
3:55 - 4:05	Dismissal		

Student B: Sample Schedule (M, T, Th, F), 7th Grade			
	Course	**Core/Pathway**	**Credit**
8:00 - 8:25	Arrival / Breakfast		
8:25 - 8:30	Passing		
8:30 - 9:15	Arts (CAD)	Core/Pathway	0.5
9:15 - 9:20	Passing		
9:20 - 10:05	ELA 7	Core	1
10:05 - 10:10	Passing		
10:10 - 10:55	Math 7	Core	1
10:55 - 11:00	Passing		
11:00 - 11:45	PE	Core	0.5
11:45 - 11:50	Passing		
11:50 - 12:50	Forum 7	Pathway	
12:50 - 1:20	Lunch		
12:20 - 1:25	Passing		
1:25 - 2:10	Social Studies 7	Core	1
2:10 - 2:15			
2:15 - 3:00			
3:00 - 3:05	Passing		
3:05 - 3:50	RTI	Req'd	N/A
3:50 - 4:05	Dismissal		

Student B: Sample Schedule (Wed), 7th Grade

	Course	Core/Pathway	Credit
9:00 - 9:15	Arrival / Breakfast		
9:15 - 9:20	Passing		
9:20 - 10:00	Arts (CAD)	Core/Pathway	0.5
10:00 - 10:05	Passing		
10:05 - 10:45	ELA 7	Core	1
10:45 - 10:50	Passing		
10:50 - 11:30	Math 7	Core	1
11:30 - 11:35	Passing		
11:35 - 12:15	PE	Core	0.5
12:15 - 12:20	Passing		
12:20 - 1:00	Forum 7		
1:00 - 1:05	Passing		
1:05 - 1:35	Lunch		
1:35 - 1:40	Passing		
1:40 - 2:20	Social Studies 7	Core	1
2:20 - 2:25			
2:25 - 3:05			
3:05 - 3:10	Passing		
3:10 - 3:55	RTI	Req'd	N/A
3:55 - 4:05	Dismissal		

Student C: Sample Schedule (M, T, Th, F), 8th Grade			
	Course	**Core/Pathway**	**Credit**
8:00 - 8:25	Arrival / Breakfast		
8:25 - 8:30	Passing		
8:30 - 9:15	English 8	Core	1
9:15 - 9:20	Passing		
9:20 - 10:05	Career Advising & Planning	Pathway	0.5
10:05 - 10:10	Passing		
10:10 - 10:55	PE	Core	0.5
10:55 - 11:00	Passing		
11:00 - 11:45	Algebra I	Core	1
11:45 - 11:50	Passing		
11:50 - 12:50	Forum 8	Pathway	
12:50 - 1:20	Lunch		
12:20 - 1:25	Passing		
1:25 - 2:10	Science 8	Core	1
2:10 - 2:15			
2:15 - 3:00			
3:00 - 3:05	Passing		
3:05 - 3:50	RTI	Req'd	N/A
3:50 - 4:05	Dismissal		

Student C: Sample Schedule (Wed), 8th Grade

	Course	Core/Pathway	Credit
9:00 - 9:15	Arrival / Breakfast		
9:15 - 9:20	Passing		
9:20 - 10:00	English 8	Core	1
10:00 - 10:05	Passing		
10:05 - 10:45	Career Advising & Planning	Pathway	0.5
10:45 - 10:50	Passing		
10:50 - 11:30	PE	Core	0.5
11:30 - 11:35	Passing		
11:35 - 12:15	Algebra I	Core	1
12:15 - 12:20	Passing		
12:20 - 1:00	Forum 8		
1:00 - 1:05	Passing		
1:05 - 1:35	Lunch		
1:35 - 1:40	Passing		
1:40 - 2:20	Science 8	Core	1
2:20 - 2:25			
2:25 - 3:05			
3:05 - 3:10	Passing		
3:10 - 3:55	RTI	Req'd	N/A
3:55 - 4:05	Dismissal		

Student D: Sample Schedule (M, T, Th, F), 9th Grade			
	Course	**Core/Pathway**	**Credit**
8:00 - 8:25	Arrival / Breakfast		
8:25 - 8:30	Passing		
8:30 - 9:15	US World History & Geography	Core	1
9:15 - 9:20			
9:20 - 10:05			
10:05 - 10:10	Passing		
10:10 - 10:55	Algebra II	Core	1
10:55 - 11:00	Passing		
11:00 - 11:45	English I	Core	1
11:45 - 11:50	Passing		
11:50 - 12:50	Forum 6	Pathway	
12:50-12:55	Passing		
12:50 - 1:20	Lunch		
12:20 - 1:25	Passing		
1:25 - 2:10	Wellness	Core	0.5
2:10 - 2:15	Passing		
2:15 - 3:00	Architectural & Engineering Design I	Pathway	1
3:00 - 3:05	Passing		
3:05 - 3:50	RTI	Req'd	N/A
3:50 - 4:05	Dismissal		

Student D: Sample Schedule (W), 9th Grade			
	Course	**Core/Pathway**	**Credit**
9:00 - 9:15	Arrival / Breakfast		
9:15 - 9:20	Passing		
9:20 - 10:00	US World History & Geography	Core	1
10:00 - 10:05			
10:05 - 10:45			
10:45 - 10:50	Passing		
10:50 - 11:30	Algebra II	Core	1
11:30 - 11:35	Passing		
11:35 - 12:15	English I	Core	1
12:15 - 12:20	Passing		
12:20 - 1:00	Forum 6	Pathway	
1:00 - 1:05	Passing		
1:05 - 1:35	Lunch		
1:35 - 1:40	Passing		
1:40 - 2:20	Wellness	Core	0.5
2:20 - 2:25	Passing		
2:25 - 3:05	Architectural & Engineering Design I	Core	1
3:05 - 3:10	Passing		
3:10 - 3:55	RTI	Req'd	N/A
3:55 - 4:05	Dismissal		

Student E: Sample Schedule (M, T, Th, F), 10th Grade			
	Course	**Core/Pathway**	**Credit**
8:00 - 8:25	Arrival / Breakfast		
8:25 - 8:30	Passing		
8:30 - 9:15	Residential and Commercial Construction I	Pathway	1
9:15 - 9:20	Passing		
9:20 - 10:05	PE	Core	
10:05 - 10:10	Passing		
10:10 - 10:55	Chemistry	Core	1
10:55 - 11:00			
11:00 - 11:45			
11:45 - 11:50	Passing		
11:50 - 12:50	Forum 6	Pathway	
12:50-12:55	Passing	Passing	
12:50 - 1:20	Lunch		
12:20 - 1:25	Passing		
1:25 - 2:10	English II	Core	1
2:10 - 2:15	Passing		
2:15 - 3:00	Geometry	Core	1
3:00 - 3:05	Passing		
3:05 - 3:50	RTI	Req'd	N/A
3:50 - 4:05	Dismissal		

Student E: Sample Schedule (W), 10th Grade

	Course	Core/Pathway	Credit
9:00 - 9:15	Arrival / Breakfast		
9:15 - 9:20	Passing		
9:20 - 10:00	Residential and Commercial Construction I		
10:00 - 10:05	Passing		
10:05 - 10:45	PE	Pathway	1
10:45 - 10:50	Passing		
10:50 - 11:30	Chemistry		
11:30 - 11:35			
11:35 - 12:15		Core	1
12:15 - 12:20	Passing		
12:20 - 1:00	Forum 6	Pathway	
1:00 - 1:05	Passing		
1:05 - 1:35	Lunch		
1:35 - 1:40	Passing		
1:40 - 2:20	English II	Core/Pathway	1
2:20 - 2:25	Passing		
2:25 - 3:05	Geometry	Core	1
3:05 - 3:10	Passing		
3:10 - 3:55	RTI	Req'd	N/A
3:55 - 4:05	Dismissal		

Student F: Sample Schedule (M, T, Th, F), 11th Grade			
	Course	**Core/Pathway**	**Credit**
8:00 - 8:25	Arrival / Breakfast		
8:25 - 8:30	Passing		
8:30 - 9:15	Calculus	Core	1
9:15 - 9:20			
9:20 - 10:05	English III	Core	1
10:05 - 10:10	Passing		
10:10 - 10:55	US Gov't and Civics	Core	1
10:55 - 11:00			
11:00 - 11:45			
11:45 - 11:50	Passing		
11:50 - 12:50	Forum 6	Pathway	
12:50-12:55	Passing		
12:50 - 1:20	Lunch		
12:20 - 1:25	Passing		
1:25 - 2:10	Entrepreneurship	Pathway	1
2:10 - 2:15			
2:15 - 3:00			
3:00 - 3:05	Passing		
3:05 - 3:50	RTI	Req'd	N/A
3:50 - 4:05	Dismissal		

Student F: Sample Schedule (W) 11th Grade

	Course	Core/Pathway	Credit
9:00 - 9:15	Arrival / Breakfast		
9:15 - 9:20	Passing		
9:20 - 10:00	Calculus	Core	1
10:00 - 10:05			
10:05 - 10:45	English III	Core	1
10:45 - 10:50	Passing		
10:50 - 11:30	US Gov't and Civics	Core	1
11:30 - 11:35			
11:35 - 12:15			
12:15 - 12:20	Passing		
12:20 - 1:00	Forum 6	Pathway	
1:00 - 1:05	Passing		
1:05 - 1:35	Lunch		
1:35 - 1:40	Passing		
1:40 - 2:20	Entrepreneurship	Pathway	1
2:20 - 2:25			
2:25 - 3:05			
3:05 - 3:10	Passing		
3:10 - 3:55	RTI	Req'd	N/A
3:55 - 4:05	Dismissal		

Student G: Sample Schedule (M, T, Th, F), 12th Grade			
	Course	**Core/Pathway**	**Credit**
8:00 - 8:25	Arrival / Breakfast		
8:25 - 8:30	Passing		
8:30 - 9:15	English IV	Core	1
9:15 - 9:20	Passing		
9:20 - 10:05	Computer Science	Core	1
10:05 - 10:10	Passing		
10:10 - 10:55	Construction Practicum		
10:55 - 11:00			
11:00 - 11:45		Core	1
11:45 - 11:50	Passing		
11:50 - 12:50	Forum 6	Pathway	
12:50-12:55	Passing		
12:50 - 1:20	Lunch		
12:20 - 1:25	Passing		
1:25 - 2:10			
2:10 - 2:15			
2:15 - 3:00	Spanish II	Core	1
3:00 - 3:05	Passing		
3:05 - 3:50	RTI	Req'd	N/A
3:50 - 4:05	Dismissal		

Student G: Sample Schedule (W) 12th Grade

	Course	Core/Pathway	Credit
9:00 - 9:15	Arrival / Breakfast		
9:15 - 9:20	Passing		
9:20 - 10:00	English IV	Core	1
10:00 - 10:05	Passing		
10:05 - 10:45	Computer Science	Core	1
10:45 - 10:50	Passing		
10:50 - 11:30	Construction Practicum		
11:30 - 11:35			
11:35 - 12:15		Core	1
12:15 - 12:20	Passing		
12:20 - 1:00	Forum 6	Pathway	
1:00 - 1:05	Passing		
1:05 - 1:35	Lunch		
1:35 - 1:40	Passing		
1:40 - 2:20	Spanish II		
2:20 - 2:25			
2:25 - 3:05		Core	1
3:05 - 3:10	Passing		
3:10 - 3:55	RTI	Req'd	N/A
3:55 - 4:05	Dismissal		

Attachment C Cover Page

Enrollment Policy

REQUIRED FOR ALL SPONSORS

Attachment C: Enrollment Policy

The Forge School Enrollment Policy

Students who live within the zoning of Metro Nashville Public School will be permitted to apply to and enroll in our school as mandated by Tennessee state law. All students will be given equal opportunity to apply, enroll, and attend the school. We will not discriminate on the basis of national origin, home language spoken, race, color, gender, creed, disability, need for specialized services, level of academic achievement, housing status, economic status, or personal and/or home situations. We will fully uphold all nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107. Parents and students will not be required to complete any pre-admission activities; however, we will require that parents and students participate in an orientation session after being admitted. While we do not have any relevant agreements in place, we will fully adhere to T.C.A. § 49-13-113 as it applies to our school. Further detail about our enrollment procedures and policies is as follows:

- Application Period: The Forge's application period will align with Metro Nashville Public School's 'Schol Options Window.'. Applications may be submitted through [*Align to MNPS Options Window for the upcoming year*] 2026-27 school year. For subsequent years, beginning enrollment for the 2027-28 school year, we accept applications from [*Align to MNPS Options Window for the upcoming year*] Applications must be received by 11:59 pm Central Standard Time (CST) on [*ADD DATE*] (or the next business day if the deadline falls on a weekend or holiday).
- Application Submission Procedures: Applications must be submitted electronically. Upon receipt, all applications will be numbered and stamped with the date and time of receipt. We will provide acknowledgments of receipt for all applications received.
- Enrollment and Lottery: If we receive more applications than seats available, we will conduct a public lottery to determine who is admitted. We will adhere to all applicable Tennessee state laws and State Board of Education rules. As such, if needed, the lottery will be held seven business days after the close of the application period and will be certified by either an independent accounting firm or law firm. We will give preference to certain applicants; when applying preferences, we will fully adhere to requirements outlined in T.C.A. § 49-13-113. As such, the following applicants will receive preference:
    - Siblings of students who are already enrolled.
    - Children of a teacher, sponsor, or member of the Board, not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less.
- Notification: We will inform parents and students about the results of the lottery within seven business days of the lottery. If a student was not selected through the lottery process, the notification will also detail the student's place on the waitlist. Parents of students who are accepted through the lottery will have two weeks, or 14 days, to confirm their intent to enroll their child. Confirmation must be provided in writing. If confirmation is not provided within the timeframe, the seat will be forfeited and filled by the waitlist.
- Waitlist: Students who are not selected for enrollment via the lottery will be placed on a waitlist. In the event that seats become available, students will be accepted from the waitlist in the order assigned by the lottery. Applications that are submitted after the application period has passed will be placed at the end of the waitlist on a first-come, first-served basis. If seats are available

after enrolling all students on the waitlist, students will be admitted on a first-come, first-served basis.

- Transfer or Withdrawal: If a student transfers out of, or withdrawals from, the school, the vacant seat will be given to the student who is next in line according to the waitlist.
- Re-Enrollment: In the event that a student who previously transferred out of, or withdrew from, the school wants to re-enroll in the school, the same process for all other applicants, as described above, will be applied.

Attachment D Cover Page

Letters of Support

REQUIRED FOR ALL SPONSORS

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INCUBATOR
NASHVILLE

Memorandum of Understanding - The Forge School Nashville

This Memorandum of Understanding (the "Memorandum") is made on 1/27/25, between The Nashville Incubator ("The Incubator"), of 104 Woodmont Blvd Ste 310, Nashville, TN 37205, and The Forge Nashville ("The Forge"), of 217 Willow St, Nashville, TN 37210, for the purpose of expanding student access in Nashville to high quality career and technical education (the "Project").

WHEREAS The Incubator and The Forge desire to enter into an agreement in which The Incubator and The Forge will work together to complete the Project on behalf of The Forge School Nashville;

AND WHEREAS The Incubator and The Forge are desirous to enter into a Memorandum of Understanding between them, setting out the working arrangements that each of the partners agree are necessary to complete the Project;

Obligations of the Partners
The Partners acknowledge that no contractual relationship is created between them by this Memorandum, but agree to work together in the true spirit of partnership to ensure that there is a united visible and responsive leadership of the Project and to demonstrate financial, administrative and managerial commitment to the Project by means of the following individual services.

Cooperation
The activities and services for the Project shall include, but not limited to:

A. Services to be rendered by The Incubator include:
- Meet regularly with The Forge leadership to provide updates on partnership
- Work together in the selection and acquisition of a mutually beneficial facility for The Forge School and the the Forge Nashville including:
  - Site selection
  - Architecture drawings/feasibility study
  - Shared space discussion
  - Advocacy for funding
- Communication of The Forge Nashville as a partner in this project
- Seek opportunities for funding advocacy that will mutually benefit organizational goals
- Design and coordinate projects with The Forge for the benefit of enrollment and as part of the school design
- Promote The Forge Nashville events to students and interested parents/partners

B. Services to be rendered by The Forge include:
- Meet regularly with The Forge School leadership to provide updates on partnership
- Work together in the selection and acquisition of a mutually beneficial facility for The Forge School and the the Forge Nashville including:
  - Site selection
  - Architecture drawings/feasibility study
  - Shared space discussion
- Communication of The Forge School as a partner in this project

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- Seek opportunities for funding advocacy that will mutually benefit organizational goals
- Allow The Forge School to use space, with all costs covered and on calendar, for recruitment/funding events
- Letter of support for The Forge Nashville school for approval by MNPS Board and TN Charter Commission

Communication Strategy
Marketing of the vision and any media or other public relations contact should always be consistent with the aims of the Project and only undertaken with the express agreement of both parties. Where it does not breach any confidentiality protocols, a spirit of open and transparent communication should be adhered to. Coordinated communications should be made with external organizations to elicit their support and further the aims of the Project.

Liability
No liability will arise or be assumed between the Partners as a result of this Memorandum.

Term
The arrangements made by the Partners by this Memorandum shall remain in place until July 1, 2026. The term can be extended only by agreement of all of the Partners.

Notice
Any notice or communication required or permitted under this Memorandum shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such other address as one party may have furnished to the other in writing.

Governing Law
This Memorandum shall be construed in accordance with the laws of the State of Tennessee.

Assignment
Neither party may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning party, whose approval shall not be unreasonably withheld.

Amendment
This Memorandum may be amended or supplemented in writing, if the writing is signed by the party obligated under this Memorandum.

Severability
If any provision of this Memorandum is found to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable. If a court finds that any provision of this Memorandum is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision will be deemed to be written, construed, and enforced as so limited.

Understanding
It is mutually agreed upon and understood by and among the Partners of this Memorandum that:

A. Each Partner will work together in a coordinated fashion for the fulfillment of the Project.

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B. In no way does this agreement restrict involved Partners from participating in similar agreements with other public or private agencies, organizations, and individuals.

C. To the extent possible, each Partner will participate in the development of the Project.

D. Nothing in this memorandum shall obligate any Partner to the transfer of funds.

Any endeavor involving reimbursement or contribution of funds between the Partners of this Memorandum will be handled in accordance with applicable laws, regulations, and procedures. Such endeavors will be outlined in separate agreements that shall be made in writing by representatives of the Partners involved and shall be independently authorized by appropriate statutory authority. This Memorandum does not provide such authority.

A. This Memorandum is not intended to and does not create any right, benefit, or trust responsibility.

B. This Memorandum will be effective upon the signature of both Partners.

C. Any Partner may terminate its participation in this Memorandum by providing written notice to another Partner.

The following Partners support the goals and objectives of the Enrollment Information Sharing:

Signatories
This Agreement shall be signed on behalf of The Incubator by Scott Campbell, Executive Director, and on behalf of The Forge by Jonathan Saad . This Agreement shall be effective as of the date first written above.

Signed by:
Sara Tuttle
4B6AE5913C0442F...
The Forge School
By Sara Tuttle, Executive Director

DocuSigned by:
Scott M. Campbell
51FD7D850E5A4F3...
The Nashville Incubator
By Scott Campbell, Executive Director

Signed by:
Jonathan Saad
DF8D388BD2F641C...
The Forge Nashville
By Jonathan Saad, Executive Director

Signed by:
Ashley L Hereen
34F952496D0047D...
The Forge Nashville
By Ashley Hereen, Chairperson, TFN Board of Directors

May 20, 2025

Dr. Adrienne Battle
Director of Schools
Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

RE: Metro Nashville charter school application

On behalf of GT3 Group, I am writing in strong support of The Forge School, a grades 6-12 charter school being founded by Sara Tuttle.

GT3 has the pleasure of working with and supporting high-quality charter organizations like The Forge School through back-office services as well as strategic consulting, including startup and growth initiatives.

In that capacity, I have had the opportunity to work with Ms. Tuttle and have witnessed firsthand her leadership capacity and her dedication and diligence in designing a high performing organization that will prepare students with the skills and experience needed for successful careers. GT3 has worked alongside The Forge School team in developing a well thought-out, responsible budget that will enable the organization to successfully implement its mission and programming and that will create long-term sustainability for the school.

I appreciate your efforts in creating an environment that has produced a high-quality charter sector in Nashville. It is my belief that The Forge School will be a critical long-term partner for MNPS in serving the Nashville community and in establishing an environment of high expectations across the district.

Thank you for your consideration of The Forge School's application. Please do not hesitate to contact me if you have any questions or if I may be of assistance.

Sincerely,

Greg Thompson
CEO
GT3 Group

Brooke Allen
Executive Director
Diverse Learners Cooperative
8011 Brooks Chapel Rd Unit 3083, Brentwood, TN 37027

May 20, 2025

To Whom It May Concern,

My name is Brooke Allen. As a community leader invested in the growth and success of Nashville, I am writing to express my strong support for The Forge School in Nashville. Through our work empowering educators and creating inclusive learning environments across the city, I've seen firsthand the critical need for innovative educational approaches like those exemplified by The Forge.

At the Diverse Learners Cooperative (DLC), we've partnered with over 125 schools to enhance educational opportunities for 45,000+ students, and we've consistently seen the need for specialized programs that meet students where they are. The DLC supports diverse learner students (e.g., students with disabilities and multilingual learners) and the teachers who serve them in order to improve educational outcomes. In our experience supporting Nashville's schools, we've seen firsthand that students require individualized instructional opportunities to learn both in the classroom and in the workforce, so that they can be set up for greater success in high school, postsecondary, and beyond.

Nashville's rapid expansion requires a workforce capable of meeting the demands of our community. The Forge School's approach to project-based learning with industry-aligned training, enabling students to earn college credits, professional credentials, and hands-on experience will ensure that learners are prepared for life beyond graduation.

Additionally, central to the mission of The Forge School is their commitment to inclusivity and accessibility, ensuring that students from historically underrepresented backgrounds are able to pursue meaningful careers in competitive fields. As The Forge prepares students to be engaged members of our society, it will uplift our entire community. In our work, we've seen the profound impact that innovative, inclusive education can have on both individual students and the broader community. When students find a sense of belonging and purpose through meaningful career exploration, we see them become more engaged citizens, skilled workers, and community leaders.

As a leader committed to the future of our city, I know that The Forge School will provide meaningful opportunities for students. The DLC is ready to support its success through mentorship and partnerships to ensure that its educational model supports all learners, particularly those with disabilities and those learning English. I urge the MNPS Board to approve and champion The Forge School.

Sincerely,

Brooke N. Allen

Brooke Allen
Executive Director
Diverse Learners Cooperative
brooke@diverselearnerscoop.com

Jonathan Saad
Executive Director
The Forge Nashville
217 Willow Street, Nashville TN 37210

May 19, 2025

To Whom It May Concern:

The Forge Nashville is pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing, and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

Founded in 2012, the Forge Nashville is a 501(c)3 nonprofit organization currently located in a 23,000 square foot facility in the Railyard District near the Cumberland River. The Forge offers a massive makerspace, wood and metal shops, art gallery, private creative offices, and artist studios geared specifically for the artisans and creative community of Nashville.

Our youth initiative, Forge Future Makers, gives k-12 students the chance to discover their potential through hands-on making. For fine artists in need, we provide an artist residency program with solo exhibits, studio space, and access to our shops. With more than half of our members identifying as small business we are a unique positioned to support economic and workforce development.

The model and mission of the Forge School is directly aligned with The Forge Nashville's mission to intentionally diversify our construction workforce and support our local community. The Forge Nashville is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. The Forge Nashville will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential

skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, The Forge Nashville is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

The Forge Nashville fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,



Jonathan Saad
Executive Director
The Forge Nashville

SOUTHEAST VENTURE

January 21, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge Charter School

To Whom It May Concern:

I am writing to offer my enthusiastic support for the establishment of The Forge Charter School ("Forge"), a forward-thinking educational institution committed to empowering students in grades six through twelve to "forge" their own futures. As a real estate professional with extensive experience in commercial properties and community development, I have had the privilege of working closely with Forge's leadership team to select an ideal site for the school. I am confident that Forge will be a transformative addition to Nashville, serving both the needs of students and the local economy.

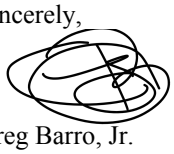
The Forge program offers educational pathways by integrating academic excellence with hands-on, career-connected learning in the fields of architecture, construction, and engineering ("ACE"). Students will have the opportunity to earn college credits, gain professional certifications, and receive mentoring and internships in these industries. Students who graduate from Forge will not only have the academic credentials they need but also the practical skills and industry experience necessary to succeed in today's workforce.

ACE industries play a crucial role in the daily functioning and future development of our local and regional communities. As Nashville continues to grow and develop, so does the demand for highly skilled labor in these fields. Forge's mission to equip students with durable skills and real-world experience aligns directly with this growth.

I fully endorse Forge and its commitment to educating and expanding our local workforce. I believe its dedication to preparing students, particularly those from historically underrepresented backgrounds, will have a profound and lasting impact on the future of our students and the broader Nashville community. This school will play an essential role in meeting the growing demand for ACE skilled professionals, and I look forward to witnessing its success in the years to come.

Thank you for your consideration.

Sincerely,



Greg Barro, Jr.
Affiliate Broker

January 24, 2025

To Whom It May Concern,

I am writing to express Level Field Partners' ("Level Field" or "LFP") support for The Forge School ("The Forge") charter application to launch in Nashville, TN.

Level Field's mission is to enable cost-effective access to first-class facilities for high-quality public charter schools. Our team has more than 80 years of experience helping charter schools address some of their most pressing real estate and related financing challenges in order to educate more children, enrich learning environments, and strengthen their economic standing. The team has deep internal sector knowledge from having served as charter school financial and operations leaders, in-house real estate developers, and general counsels. We are proud that our structure allows us to combine sophisticated commercial expertise with a mission-driven approach guided only by what's best for the schools we serve.

Our unique approach, depth of expertise, and strong national partnerships have enabled us to work on behalf of leading charter school organizations in 29 states, including fairly extensive projects in Nashville, Memphis and Knoxville. Collectively, the Level Field team has financed and developed 125+ charter school projects representing more than 4.2MM square feet of educational space and totaling more than $1.1B+ in project costs.

We are proud to support The Forge's Executive Director, senior leadership team and Board of Directors their search for and evaluation of prospective locations in Nashville. Our support may include, but is not limited to the following:

- Supporting the site search and feasibility assessment of prospective expansion locations in Nashville (inclusive of temporary and permanent campuses)
- Reviewing and refining key facility inputs into multi-year financial models
- Identifying potential financing sources and engaging in initial outreach efforts
- Leading the assemblage of key project team members to refine project schedule and project scope, inclusive of test fits
- Assisting acquisition negotiations on prospective facility options with The Forge's legal counsel and leadership team to result in a clear acquisition timeline
- Acting as a sounding board on a range of facilities and start-up topics

Thank you for the opportunity to express our support for The Forge School. Please reach out should you have any questions.

With best regards,

Jimmy Henderson
Partner
Jimmy@levelfieldpartners.com I 770.547.3763

Charter Schools Development Corporation
www.CSDC.org

January 23, 2025

To Whom It May Concern,

I am writing to express Charter Schools Development Corporation's ("CSDC") support for The Forge School ("The Forge") charter application to launch in Nashville, TN.

Charter Schools Development Corporation (CSDC) is a nonprofit organization dedicated to supporting charter schools by providing comprehensive real estate development and financing services. Focused on underserved communities, CSDC helps charter schools navigate the complexities of acquiring, financing, designing, and constructing educational facilities. Through its Turnkey Development Program, financing guidance, and flexible lending options, CSDC ensures schools can secure affordable, sustainable, and high-quality spaces that align with their educational missions. As a Community Development Financial Institution (CDFI), CSDC also offers credit enhancements and other financial tools to make school ownership and long-term financial sustainability attainable. Ultimately, CSDC empowers charter schools to thrive by delivering facilities that support better student outcomes and community growth.

Over the years, CSDC has significantly expanded its impact, receiving substantial funding, including three Federal Credit Enhancement Grants totaling $38 million and a $70M Bond Guaranty Program (BGP) award, the largest of its kind from the Opportunity Finance Network (OFN) in 2022. This allows CSDC to act as a Senior Lender for its own projects, increasing its ability to support charter schools. The organization also created the Tom Nida Charter School Innovation and Academic Excellence Award, recognizing schools for excellence in financial performance, academics, leadership, and governance. Today, CSDC serves over 100,000 students, helping charter schools secure the facilities and financial tools they need to thrive.

We are proud to support The Forge School's Executive Director, senior leadership team and Board of Directors in the following ways:

- **Site Selection and Acquisition**: CSDC supports the site search process, helping schools evaluate potential locations to ensure they meet both educational requirements and financial feasibility.
- **Financing and Loan Assistance**: CSDC offers flexible financing options, including short-term loans, lease-to-own models, and credit enhancement programs to help the school secure funding for its facility.
- **Facility Design and Construction Support**: CSDC provides expertise in the design and construction of school buildings, ensuring that the facility meets the specific needs of the school's model and student population.
- **Financial Modeling and Budgeting**: CSDC assists in developing financial models, cash flow analysis, and budgeting strategies to ensure the school can maintain financial sustainability while building its facility.
- **Permitting and Regulatory Support**: From navigating local regulations to securing necessary permits, CSDC offers guidance and support throughout the entire development process, helping the school avoid delays and stay on track.

These services help new charter schools focus on their educational goals while CSDC takes care of the complex logistical and financial aspects of starting up.

Thank you for the opportunity to express our support for The Forge School. Please reach out should you have any questions.

With best regards,



Mark Zeizel
Senior Vice President, Real Estate Investments & Strategy
mzeizel@csdc.org

January 27, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

To Whom It May Concern:

I am pleased to offer this letter of support for The Forge School in Nashville. I am excited about the innovative and engaging public education option that this school will provide for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area.

As a fellow charter school leader in Nashville I look forward to working alongside The Forge School to help them meet their mission of ensuring students have access to high wage and high demand jobs after graduation. Aventura offers dual language programming and we see many opportunities to collaborate with the Forge as they build out their language program. As a school that ends at 8th grade, we are happy to support high-quality high school options for our students. We have met with Executive Director, Sara Tuttle, to discuss the possibility of Aventura and the Forge working together to provide practical project based learning opportunities, and we look forward to continuing that conversation as they launch and grow..

We support bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community and its young people significantly and we look forward to supporting their success and growth.

Sincerely,

Natalie Morosi

Natalie Morosi
Aventura Community School
Executive Director

CHARLES HAWKINS CO.

January 27, 2025

To Whom It May Concern,

I am writing to express Charles Hawkins Co's ("Charles Hawkins") support for The Forge School ("The Forge") charter application to launch in Nashville, TN.

Charles Hawkins Co., established in 1962, has built a reputation for integrity, stability, and tenacity in the real estate industry. Specializing in tenant representation, the firm has always focused on creating long-term, relationship-driven partnerships with its clients. By emphasizing a comprehensive, step-by-step process, Charles Hawkins Co. ensures each client receives the best value and the best fit for their real estate needs. The company's commitment to ethical business practices and careful, strategic planning has helped it navigate changing market conditions while delivering successful outcomes. Today, the firm remains dedicated to upholding these values, offering clients a smooth and successful experience from start to finish.

Jake Morris and Lewis Agnew bring a powerful combination of expertise, leadership, and a commitment to service that will be invaluable to the founding school as it navigates its real estate needs. With Jake's deep experience in commercial leasing, sales, and acquisitions across the Metropolitan Nashville area, particularly in high-demand markets, he is well-positioned to identify and secure the ideal properties for the school's growth and expansion. Lewis, as President of Charles Hawkins Company, oversees a vast portfolio of commercial real estate and offers a strategic, financial-driven approach to asset management and acquisitions. His background in engineering, financial analysis, and asset oversight allows him to bring a comprehensive and methodical approach to real estate decisions. Together, they will provide the school with expert guidance in finding the right space, negotiating favorable terms, and strategically managing any acquisitions or developments to ensure long-term success.

We are proud to support The Forge School's Executive Director, senior leadership team and Board of Directors in the following ways:

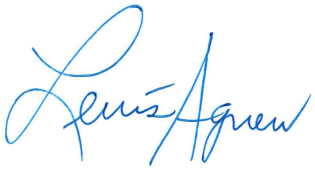
- **Expert Market Knowledge**: Charles Hawkins has in-depth expertise in the local real estate markets, particularly in the Metropolitan Nashville area, allowing them to identify the best opportunities and negotiate competitive terms for clients.
- **Comprehensive Tenant Representation**: Offering full-service tenant representation, the firm ensures clients receive tailored solutions, whether leasing, acquiring, or disposing of commercial properties.
- **Tailored Acquisition & Leasing Solutions:** Charles Hawkins supports clients with both leasing and acquisition strategies, helping businesses find the best spaces for growth while negotiating optimal lease terms and purchase deals.

Thank you for the opportunity to express our support for The Forge School. Please reach out should you have any questions.

With best regards,



Jake Morris
Senior Vice President, Brokerage
jmorris@charleshawkinsco.com



Lewis Agnew, CCIM
President
lagnew@charleshawkinsco.com

PERSIST
GUIDANCE TO GRADUATE

January 28, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

Dear Charter School Review Committee,

Persist is pleased to offer this letter of support for The Forge School in Nashville. With a mission to train students that are historically underrepresented in architecture, construction, and engineering professions, Persist supports the innovative model proposed in this application. We are excited about the innovative and engaging public education option that this school will provide for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area.

As a college persistence nonprofit dedicated to the success of Metro Nashville Public School graduates, I have met with Executive Director, Sara Tuttle, to discuss a potential partnership supporting The Forge graduates in their "Year 13" as discussed in their application. We look forward to continuing that conversation as they grow and scale.

I support bringing this school model to Nashville. WThe Forge School has the potential to impact our community and its young people significantly and we look forward to supporting their success and growth.

Sincerely,

Jennifer Hill
Executive Director

INCUBATOR
NASHVILLE

To MNPS Charter Review Board and MNPS Board of Directors,

I am honored to write this letter of support on behalf of The Forge School and founder Sara Tuttle. Sara is an extraordinary leader with over 20 years of experience serving students in Washington, California, and Nashville. As the Director of Social and Emotional Learning for Metro Nashville Public Schools, Sara was a well-respected data driven leader of her department. It has been an honor to help her fulfill her dream of opening a career-connected industry-aligned school for families in Nashville. As the Executive Director of the Nashville Incubator, I am proud to walk beside her and provide her with the financial and social capital needed to be successful in launching and running a successful career-connected charter in our community..

The Nashville Incubator was founded in 2021 with the goal to recruit and support school leaders to launch innovative high-quality schools that provide families with diverse public school options here in Nashville. Over the past three years under the leadership of Amy Huffman, the Nashville Incubator supported the opening of Aventura Community School, MNPS District approved charter, and Tennessee Nature Academy, a commission approved school. We also supported the charter application of the Invictus Nashville Charter School, Encompass Community School, and Nurses Middle College Nashville which were all approved by the Tennessee Charter Commission last fall. In addition to providing funding to allow Sara to be a full-time founder, the Incubator has supported Sara with multiple learning trips, professional coaching, community development support, and is committed to continuing these supports until opening. Sara has been working hand in hand with a truly talented program designer, Brittany Monda, who has years of experience supporting founders to build excellent schools in Memphis. I have also worked with her every step of the way to ensure she is getting the best possible coaching and support in her school design.

The Nashville Incubator is supported by the generous contributions and leadership of the Joe C. Davis Foundation, SCORE, City Fund, and the Bill and Crissy Haslam Foundation. These foundations are committed to high-quality innovative schools in our city and state and the incubator is one of the primary strategies identified for launching these schools.

We know that one of the greatest challenges faced by founders is the ability to find a great incubation facility to launch. In order to ensure that facilities are not the barrier that prevents these schools from being successful the Nashville Incubator is providing targeted facilities support to our founders in a few ways. First of all, we hired a full-time Director of Facilities to support each of our founders in the selection, acquisition, and renovation of their incubation facility last fall. Shelby Goodfriend, our Director of Facilities, is the former Director of Charter Schools for the Tennessee Department of Education. She also served in various charter operations and leadership roles as well as has experience in construction and architecture. Second, we are covering pre-construction costs associated with

INCUBATOR
NASHVILLE

acquisition, architects, and construction management. Third, the Nashville Incubator board members have generously committed to supporting these schools in their opening upon approval. One example is a grant opportunity of up to $250,000 from the SCORE to support construction costs associated with the opening of an incubation facility. This grant will be able to be used by The Forge to cover any financial expenses related to the construction, downpayment, or rent of a short-term incubation facility. We have also supported each of our founders in the application process for CSP, State Facility, NSVF, and GSGF grants with a high rate of success. Our board members are committed to ensuring that Incubator schools are ultimately successful. So each school we incubate will have opportunities for additional grant applications upon approval and opening.

Finally, from a personal level, I wanted to share my confidence in Sara Tuttle as a leader. As I have worked to recruit and support innovative leaders in this city, one truth holds true, great schools always have great leaders. Sara Tuttle is an experienced, passionate, thoughtful, joyful, and visionary leader with years of experience across this country. She has opened schools before and has earned the trust of this community as a Director for our school district. Her vision for this school is clear and compelling and responds directly to a need for connected learning of students towards high-wage high-demand careers. I know that some will respond by saying “our academies already teach that”, but what the Forge is doing is truly innovative and unlike any current academy model. Rather than just teaching 1-2 classes in a pathway a year, The Forge will provide integrated instruction from 6th grade through 12th grade giving students opportunities in every subject area to connect their core academics with this career content. Students will also have unique opportunities to earn various industry certifications as early as middle school. The design is not just preparing students for a trade, it will prepare them to lead in the fields of architecture, construction, and engineering. Previous to my new role I was able to serve on the TN Charter Commission Review Board and review multiple applications and participate in capacity interviews. As I review The Forge School’s application it checks all the boxes of what the Commission has expressed interest in seeing more of. It is an innovative school with a strong leader, lots of community support, a team of experts committed to helping it open and operate successfully, and a school that will provide a choice for families they desperately need and don’t currently have. The Forge is going to be a school that will impact generations of Nashvillians and reform the way we think about career-connected learning. Sara Tuttle is an extraordinary leader and her school will be an extraordinary school that fulfills the commitment we make as public educators in Tennessee to grow an informed citizenry. I am grateful to play a small role in seeing The Forge School flourish.

Sincerely,



Scott M. Campbell
Executive Director, The Nashville Incubator

COMMONWEALTH
DEVELOPMENT GROUP, INC.

115 Southeast Pkwy Ct. Franklin, TN 37064
615.628.8700

January 30, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School

To Whom It May Concern:

We are pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing, and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

The model and mission of the Forge School is directly aligned with Commonwealth Development Group's (Commonwealth) mission to intentionally diversify our construction workforce and support our local community. Commonwealth is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. Commonwealth will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Civil Engineering. The aim of The Forge School is to train diverse students from all parts of our city, including those from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into these professional trades, preparing them for a successful career. Thus, Commonwealth is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with changing industry needs.

Commonwealth fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

COMMONWEALTH DEVELOPMENT GROUP, INC.

Larry A. Atema, Founder & CEO

TECA

TENNESSEE EDUCATORS of COLOR ALLIANCE

April 11, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

To Whom It May Concern:

We are pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing, and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

The model and mission of the Forge School is directly aligned with TECA's mission to intentionally diversify our construction workforce and support our local community; we have a similar mission for the educator workforce. TECA is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. TECA is pleased to support a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Civil Engineering. The aim of The Forge School is to train diverse students from all parts of our city including historically underrepresented backgrounds for careers in architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, TECA is fully prepared to be an active partner with this school by supporting the efforts to ensure the staff are diverse and reflect the student population that will be served.

TECA fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to have an impact on our community significantly and we look forward to supporting their success and growth.

Sincerely,

Dr. Diarese George
TECA Executive Director



4.28.2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge Charter High School

Dear MNPS Charter Schools Office,

On behalf of Unleashed Potential, LLC, we are proud to offer our strong support for The Forge School in Nashville. The Forge represents a bold step forward for public education in Nashville providing an innovative pathway for middle and high school students to gain the skills our growing city urgently needs.

Designed to deliver industry-aligned training and a rigorous academic foundation, The Forge equips students to graduate with college credits, professional credentials, and real-world construction experience. Their project-based model directly reflects the high-level skill development essential to today's workforce.

At Unleashed Potential, LLC, we believe that investing in education is investing in the future of our community. The Forge School's mission directly aligns with our commitment to strengthening Nashville's economic and workforce landscape.

We are particularly excited about The Forge's focus on building durable, and career-ready skills that extend beyond any single industry. By offering mentorships, internships, and aligning curriculum with evolving workforce demands, we are proud to support a school dedicated to unlocking students' full potential and driving generational change.

We enthusiastically endorse bringing The Forge School to Nashville and look forward to standing alongside them as they help shape the future of our city.

Sincerely,
Shemicka Adams
CEO
Unleashed Potential. LLC

624 Grassmere Park, Ste. 14
Nashville, TN 37211
615.331.7770
www.TTLUSA.com

April 25, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

To Whom It May Concern:

We are pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial construction needs in the Nashville area. Our city is growing, and The Forge School is set up to ensure that students get industry-aligned training and a quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

The model and mission of the Forge School are aligned with TTL's mission to intentionally diversify our construction workforce and support our local community. TTL is committed to partnering and collaborating with local schools to train our future workforce pipeline. TTL will be well served by a school dedicated to producing well-trained high school graduates prepared with college-level courses to pursue careers in Architecture, Construction, and Civil Engineering. The Forge School aims to train diverse students from all parts of our city, including those from historically underrepresented backgrounds, for careers in architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering professions, preparing them for a successful career.

TTL fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community and we look forward to supporting their success and growth.

Sincerely,

Russ Brown
Senior Project Manager
TTL, Inc.

May 5, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

To Whom It May Concern:

We are pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the critical workforce needs in architecture, construction, and civil engineering in the Nashville area. Our city is growing rapidly, and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for a range of post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

The model and mission of the Forge School is directly aligned with CSDG's commitment to strengthening and diversifying the civil engineering and construction talent pipeline in our community. As a civil engineering firm, CSDG actively partners with educational institutions to prepare the next generation of engineers, designers, and project managers. The demand for skilled professionals in our industry far exceeds the current capacity of local public schools. CSDG stands to benefit from a school dedicated to producing well-prepared graduates who are equipped with both academic knowledge and hands-on experience in Architecture, Construction, and Civil Engineering. Further, we support The Forge School's focus on reaching historically underrepresented students from across Nashville to broaden access to the profession. We are particularly encouraged by their emphasis on teaching durable skills such as problem-solving, communication, collaboration, and adaptability, all of which are essential in our industry.

The exposure The Forge School will provide for its students will have a lasting and positive impact on our city. We understand that through mentorship and applied learning, middle and high school students can gain a clear understanding of the career opportunities in civil engineering and related fields. CSDG is fully committed to partnering with The Forge School by offering mentors, supporting internships, and providing technical expertise to help ensure that the curriculum remains aligned with real-world industry needs.

CSDG fully supports bringing this innovative school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

Kevin F. Gangaware, PE
Principal

SMITH GEE STUDIO
ARCHITECTURE URBAN DESIGN INTERIORS

May 9, 2025

RE: **Letter of Support**

To whom it may concern,

Smith Gee Studio, is pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction and engineering needs of commercial construction in the Nashville area. Our city is growing and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

Smith Gee Studio is a local Architectural, Urban Planning and Interior Design firm. Our mission is to design places that enrich people's experiences and shape a more beautiful and resilient world. We are committed to be trusted partners, skilled collaborators, and insightful problem solvers, striving to exceed expectations to reshape what is possible. At Smith Gee Studio, we believe that great design is a truly holistic endeavor that meets our clients' goals and contributes to a better community. Through a culture of collaboration, we assemble the right team of architects, urban planners and interior designers to create meaningful, timeless places that engage people, encourage interaction, and stitch together communities.

The model and mission of the Forge School is directly aligned with Smith Gee Studio's mission to intentionally diversify our construction workforce and support our local community. Smith Gee Studio is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. Smith Gee Studio will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, [insert company] is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

Smith Gee Studio fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

Mona Hodge, AIA, LEED AP,
Architect, Parter, & Director of People and Culture

602 TAYLOR STREET • SUITE 201 • NASHVILLE, TENNESSEE 37208 • 615-739-5555

Hodgson Douglas
Landscape Architects

Richie Jones
Hodgson Douglas, LLC
507 Main St.
Nashville, TN 37206

May 13, 2025

To Whom It May Concern,

I am writing to express my strong support for the approval and establishment of The Forge School charter school in Davidson County, Tennessee. With its specialized focus on Architecture, Construction, and Engineering, The Forge School offers a unique and much-needed educational pathway for students interested in pursuing careers in these vital and growing industries. By integrating real-world, hands-on learning experiences with a rigorous academic curriculum, this school has the potential to engage students in meaningful ways that traditional models may not fully provide.

Davidson County is home to a thriving construction and design sector, and The Forge School's mission aligns directly with local workforce needs and economic development goals. Establishing this school will not only prepare students with practical skills and certifications but also foster innovation, problem-solving, and critical thinking—qualities that are essential for the future of our communities.

As a Partner within a Nashville A/E firm, we offer paid two-week internships to local high school juniors to provide professional experience for students interested in pursuing Architecture as a profession. We find that there is a real need for this type of education and experience within our community. I urge you to support this initiative, as it represents a forward-thinking investment in our youth, our economy, and our shared future.

Sincerely,
Richie Jones



Partner
Hodgson Douglas, LLC

dwc
CONSTRUCTION

CARPENTERSPLUS

5/13/2025

To Whom It May Concern:

DWC Construction is pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing, and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

The model and mission of the Forge School is directly aligned with DWC Construction's mission to intentionally diversify our construction workforce and support our local community. DWC Construction is committed to partnering with and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce DWC Construction will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, DWC Construction is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

DWC Construction fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

Craig Fulcher
President & CEO
DWC Construction

WE BUILD GREAT PLACES TO WORK

2014 Gladstone Ave
Nashville, Tennessee 37211
Phone 615.259.3185
Fax 615.256.6263
www.dwcbuilds.com

MOFFITT
BUILDERS

Ross Moffitt
Owner
Moffitt Builders, LLC
4205 Gallatin Pike
Nashville, TN 37216

5/13/2025

To Whom It May Concern:

Moffitt Builders is a fully licensed commercial general contractor based out of Nashville. We are pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing, and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

The model and mission of the Forge School is directly aligned with Moffitt Builders' mission to intentionally diversify our construction workforce and support our local community. Moffitt Builders is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. Moffitt Builders will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, Moffitt Builders is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

Moffitt Builders fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

Ross Moffitt
Owner.
Moffitt Builders

May 16, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, Tennessee 37204

Re: Letter of Support for The Forge School – Charter School

To Whom It May Concern,

I am writing to voice my support for The Forge Charter High School in Nashville. As the Principal of a locally owned Civil Engineering firm founded over 30 years ago, we find that locating and hiring young engineering students, who are prepared to enter the workforce, is one of our biggest challenges. Across the engineering industry, the work we do is getting more technical and more complex every day, and preparing students to face these challenges in the AEC industry is crucial. The Forge Charter High School will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Nashville is growing and this school can ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

The model and mission of the Forge School is directly aligned with Barge Civil Associate's mission to intentionally diversify our construction workforce and support our local community. BCA is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. Our company will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city, including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, we are fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

Barge Civil Associates fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

John R Gore

John Gore, P.E.
Principal

NATIONAL SCHOOL CHOICE
AWARENESS FOUNDATION

Shelby Doyle
Senior Vice President of Policy and National Partnerships
National School Choice Awareness Foundation
18117 Biscayne Boulevard #2509 | Aventura, Florida 33160

May 16, 2025

To Whom It May Concern,

My name is Shelby Doyle, as Nashville resident and expert in K-12 school options nationwide, I am writing to express my strong support for The Forge School in Nashville. This innovative institution represents a vital opportunity to equip our students with the skills, education, and workforce experiences necessary to thrive in the architecture, construction, and engineering industries sectors that are foundational to our city's continued development.

In my work at the National School Choice Awareness Foundation, I work with millions of parents across the country to help them understand the places they can choose for their children's K-12 education including traditional public, public charter, public magnet, private, online, and at home options. Public charter schools, like the Forge, especially those focused on career opportunities, are of great interest to today's parents, and the demand for more options in Nashville is clear. In the last six months, more than 100,000 parents have used our organization's resources to better understand their options in Tennessee.

Nashville's rapid expansion requires a highly skilled workforce capable of meeting the demands of these industries, yet our current educational landscape does not adequately prepare students for these career paths. The Forge School presents a forward-thinking solution by integrating project-based learning with industry-aligned training, enabling students to earn college credits, professional credentials, and hands-on experience that will set them apart upon graduation.

Beyond workforce preparation, The Forge School embraces a mission of inclusivity and accessibility, ensuring that students from historically underrepresented backgrounds have the opportunity to pursue meaningful careers in high-demand fields.

As a leader committed to the future of our city, I recognize the immense impact that this school will have—not only on students but on Nashville as a whole. I look forward to supporting this crucial opportunity for families and our city by personally serving on the board of The Forge School. This model represents an investment in education, workforce development, and the long-term prosperity of our city, and I am eager to see it thrive.

Thank you for your leadership in shaping the future of Nashville's students.

Sincerely,

Shelby Doyle

Shelby Doyle
Senior Vice President of Policy and National Partnerships
National School Choice Awareness Foundation

Scott Gibson
Partner
True North Advisory
210 12th Ave S, Suite 210
Nashville, TN 37203

May 16, 2025

To Whom It May Concern:

True North Advisory is pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing, and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

True North Advisory is an Owner's Representative firm based in Nashville, Tennessee. Our partners' forty years of experience is firmly rooted in commercial, multi-family, and mixed-use projects in the Greater Nashville area. Our current project mix ranges from active industrial, education, hospitality, retail, and multi-family projects to preconstruction engagements for private clients, the State of Tennessee, and Metro Nashville. The establishment of our organization is based on the fundamental goal of leading the delivery of high-quality projects and ensuring that they are delivered exceptionally well.

The model and mission of the Forge School is directly aligned with True North Advisory's mission to intentionally diversify our construction workforce and support our local community. True North Advisory is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. True North Advisory will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including historically underrepresented backgrounds for careers in architecture, construction, and engineering professions. We are excited to support The Forge School's commitment to teaching durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city and region. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, True North Advisory is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

True North Advisory fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to positively impact our community, and we look forward to supporting their success and growth.

Sincerely,

Scott Gibson
Partner
True North Advisory

May 16, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

To Whom It May Concern:

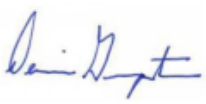
We are pleased to offer this letter of support for The Forge Charter High School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

The model and mission of the Forge School is directly aligned with Skanska's mission to intentionally diversify our construction workforce and support our local community. Skanska is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. Skanska will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, Skanska is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

Skanska fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,



Dennis Georgatos
Senior Vice President
Skanska

Anthony Hirsch
Owner, Principal
Artisan Build Construct
935 E Trinity Ln, Nashville, TN 37207

05.16.2025

To Whom It May Concern:

Artisan Build Construct is pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

At Artisan Build Construct, we are deeply committed to building not only exceptional homes but also strong communities and a vibrant future for the skilled trades. Based in Middle Tennessee, our work spans custom residential builds, historic renovations, and adaptive reuse commercial projects—each crafted with care, intention, and respect for the art of building and its community. We believe in the dignity of craftsmanship and the vital role that architects, engineers, and tradespeople play in shaping the world around us. We are passionate about mentoring the next generation of builders, architects, and engineers—not just to teach technical skills, but to instill pride, professionalism, and a sense of service to others.

The model and mission of the Forge School is directly aligned with Artisan's mission to intentionally diversify our construction workforce and support our local community. Artisan Build Construct is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. Artisan Build Construct will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a

successful career. Thus, Artisan is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

Artisan Build Construct fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

Anthony Hirsch

Anthony Hirsch
Owner, Principal
Artisan Build Construct

THOMAS
CONSTRUCTORS

5.16.25

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

To Whom It May Concern:

We are pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

Thomas Constructors, LLC is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. Thomas Constructors, LLC will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering.

The aim of The Forge School is to train diverse students from all parts of our city including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.
The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, Thomas Constructors, LLC is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

Thomas Constructors, LLC fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

Patrick Holcombe
Managing Member
Thomas Constructors, LLC

Habitat for Humanity of Greater Nashville

May 19, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

I am pleased to offer this letter of support for The Forge Charter High School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing, and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value at Habitat for Humanity.

The model and mission of the Forge School is aligned with Habitat for Humanity's mission to intentionally provide training and give opportunity in the construction workforce and support our local community. Habitat for Humanity is also committed to collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. As a homebuilder in our community that has built over 1,000 homes throughout Greater Nashville, Habitat for Humanity will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including historically underrepresented backgrounds for careers in architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a positive impact in our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Habitat for Humanity looks forward to supporting this school by coordinating both staff and volunteers as mentors, providing training support, and where available, offer intern opportunities with our program. Habitat for Humanity supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community, and we look forward to supporting their success and growth.

Sincerely,

Danny J. Herron
President and CEO
Habitat for Humanity of Greater Nashville

MCMAHAN & COLLINS TRUCKING

615-569-5899
info@mctruckingllc.com

777 Garland Dr.
Hermitage, TN 37076

May 19, 2025

To Whom It May Concern,

On behalf of McMahan & Collins Trucking LLC, it is with great enthusiasm that we offer our full support for the establishment of The Forge School, a new charter school dedicated to preparing young minds for the future through innovative, hands-on learning.

As a business proudly rooted in the Middle Tennessee community, we believe that the success of our local economy and industries depends on the quality and vision of our education system. The Forge School's mission—to equip students with real-world skills, character development, and a passion for learning—aligns closely with our values as a company committed to professionalism, leadership, and community advancement.

McMahan & Collins Trucking LLC stands ready to support this initiative however we can—whether through mentorship opportunities, community engagement, or industry partnerships. We are confident that The Forge School will be a transformative presence in our region and an important asset to families, businesses, and the broader community.

Please accept this letter as our formal endorsement of The Forge School and its application for charter approval. We look forward to witnessing and supporting its positive impact in the years ahead.

Best Regards,

Darren Collins Jr.
Co-Owner
McMahan & Collins Trucking LLC.



CUMBERLAND
GROWTH ADVISORS

Jonathan Eisen
Owner
Cumberland Growth Advisors
515 Church St, Nashville, TN 37209

Monday, May 19, 20225

To Whom It May Concern:

Cumberland Growth Advisors is pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering workforce needs in the Nashville area. As our city continues to grow, The Forge School is poised to ensure that students receive industry-aligned training and a high-quality, career-connected education that prepares them for a range of post-secondary opportunities. Under this model, students will earn college credits, hands-on construction experience, and recognized professional credentials. The integrated, project-based approach to learning reflects the kind of real-world application and training we value in our work with construction-related businesses.

Cumberland Growth Advisors is a Nashville-based capital advisory and consulting firm that helps small to mid-sized businesses—many of which operate in the construction and real estate sectors—access the funding they need to grow and thrive. We work closely with contractors, developers, and engineering firms to structure strategic financing solutions that support workforce expansion, equipment purchases, and project development. We understand firsthand how critical it is to have a pipeline of well-prepared talent ready to contribute on day one.

The model and mission of The Forge School align directly with Cumberland Growth Advisors' commitment to supporting sustainable growth in our region by strengthening the local workforce. We are especially excited about the school's focus on diversifying the construction and engineering talent pool by reaching students from historically underrepresented communities. The Forge School will help address the current gap between industry demand and the capacity of traditional public education to supply skilled workers with durable, technical, and leadership skills.

We look forward to engaging with The Forge School as an active partner—offering mentorship, supporting internship opportunities, and providing insights to ensure curriculum remains relevant to evolving industry needs.

Cumberland Growth Advisors fully supports the launch of this school model in Nashville. We believe The Forge School has the potential to make a lasting impact on our community, and we are eager to support its success and long-term growth.

Sincerely,



Jonathan Eisen
Owner
Cumberland Growth Advisors

May 19, 2025

To Whom It May Concern:

As a long-time construction professional and a leader in business development at Lee Company, I'm writing to personally express my support for The Forge School in Nashville. I believe this proposed public charter school presents an exciting opportunity to connect students with high-quality, career-oriented education pathways in the architecture, construction, and engineering fields.

Our city is growing rapidly, and so is the need for skilled talent. The Forge School's project-based learning model, focus on industry credentials, and commitment to college credit and real-world experience represent the kind of forward-thinking approach we need to prepare the next generation of professionals. I'm particularly encouraged by the school's mission to serve a diverse population of students from across the city, including those who have historically lacked access to these opportunities.

In my work, I've seen firsthand how impactful early exposure to our industry can be. The durable skills students will gain (like communication, teamwork, and critical thinking) are just as important as technical knowledge in today's workforce. I also appreciate the Forge School's interest in partnering with local companies and organizations to ensure their curriculum remains aligned with real-world needs. I would be honored to support their efforts through mentorship, internships, or technical input.

I believe the Forge School will be a strong and collaborative addition to our city's educational landscape. The more we can work together to prepare students for meaningful careers - whether through traditional schools, academies, or innovative models like this - the stronger our workforce and community will become.

Sincerely,



Jake Mitchell
Vice President of Business Development
Lee Company
4057 Rural Plains Circle
Franklin, Tennessee 37064

May 19, 2025

To Whom It May Concern:

Tennesseans for Student Success writes today to express support for The Forge School and their application to open an Architecture, Construction, and Engineering focused public charter school for Nashville students. Expanding opportunities for students to be equipped with the knowledge, skills, and hands-on learning experiences necessary to thrive in our growing city are foundational to the continued growth of our community and to the future of those who call Nashville home.

Tennesseans for Student Success utilized its Quality Charter Review tool to critically examine all aspects of The Forge School's application and reached an overall recommendation for approval. The Quality Charter Review is a TSS-designed evaluative tool that builds upon the state rubric to distill key application information into an unbiased, transparent, and accessible format for stakeholders to reference when examining potential new-start public charter school applications. In reviewing all applications for new-start charter schools during the 2025 cycle, TSS found that The Forge School met or exceeded expectations in all three state rubric areas: academics, operations, and finance.

The Forge presents an exciting school option for students by aligning industry needs, project-based learning, and high-quality educational experiences that will set students on the path to success in college or career. The opportunity for students to earn college credits, professional credentials, and industry certificates represents a bold vision where every student is capable of success and every student is supported to reach their highest potential through structured support and wide-ranging opportunity.

Tennesseans for Student Success is committed to every student in Tennessee having access to a high-quality public education where they will thrive, and urges MNPS to approve The Forge School and steward in another innovative public option for Nashville students. The opening of The Forge School represents an opportunity for innovation in education, industry collaboration, and community partnerships, and TSS is excited to see it come to fruition.

Sincerely,

Meredith McGann
Director of Policy & Outreach
Tennesseans for Student Success

PEAK ELECTRIC

5/19/2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

To Whom It May Concern:

We are pleased to offer this letter of support for The Forge Charter High School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

The model and mission of the Forge School is directly aligned with Peak Electric's mission to intentionally diversify our construction workforce and support our local community. Peak Electric is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. Peak Electric will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, Peak Electric is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

Peak Electric fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

Richard Vis

132 Commerce Drive, Hendersonville, TN 37075
615-590-7900

Amir Mahamed
Executive Director/Director of Youth Development
Royal Table Inc
1718 Church Street, 330434
Nashville, Tennessee 37203

May 19, 2025

To Whom It May Concern

My name is Amir Mahamed, as a community leader invested in the growth and success of Nashville, I am writing to express my strong support for The Forge School in Nashville. This innovative institution represents a vital opportunity to equip our students with the skills, education, and workforce experiences necessary to thrive in the architecture, construction, and engineering industries sectors that are foundational to our city's continued development.

It is very impressive for The Forge School to create a program that carters to the essential durable skills for students with a hands-on approach. These are indeed skills that transcend industries and career paths which will prepare students for various career paths including becoming Nashville's future business leaders.

Nashville's rapid expansion requires a highly skilled workforce capable of meeting the demands of these industries, yet our current educational landscape does not adequately prepare students for these career paths. The Forge School presents a forward-thinking solution by integrating project-based learning with industry-aligned training, enabling students to earn college credits, professional credentials, and hands-on experience that will set them apart upon graduation.

Beyond workforce preparation, The Forge School embraces a mission of inclusivity and accessibility, ensuring that students from historically underrepresented backgrounds have the opportunity to pursue meaningful careers in high-demand fields. By fostering a diverse pipeline of talent, this school is not only uplifting individuals but strengthening the fabric of our entire community.

As a leader committed to the future of our city, I recognize the immense impact The Forge School will have—not only on students but on Nashville as a whole. I stand ready to support its success through mentorship, internship partnerships, and industry collaboration to ensure that its curriculum aligns with real-world needs.
I urge the MNPS Board to approve and champion The Forge School. This model represents an investment in education, workforce development, and the long-term prosperity of our city, and I am eager to see it thrive.

Thank you for your leadership in shaping the future of Nashville's students.
Sincerely,

Amir Mahamed

Amir Mahamed
Executive Director/Director of Youth Development
Royal Table Inc

NASHVILLE
TEACHER RESIDENCY

May 20th, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

Dear Members of the MNPS Board,

As a community leader invested in the growth and success of Nashville, I am writing to express my strong support for The Forge School. This innovative institution represents a vital opportunity to equip our students with the skills, education, and workforce experiences necessary to thrive in the architecture, construction, and engineering industries sectors that are foundational to our city's continued development.

Nashville's rapid expansion requires a highly skilled workforce capable of meeting the demands of these industries. The Forge School presents an innovative and forward-thinking solution integrating project-based learning with industry-aligned training that will be advantageous to the already great options that exist within the district.

Beyond workforce preparation, The Forge School embraces a mission of inclusivity and accessibility, ensuring that students from historically underrepresented backgrounds have the opportunity to pursue meaningful careers in high-demand fields. This focus aligns with our mission at Nashville Teacher Residency. By fostering a diverse talent pipeline, this school is uplifting individuals and strengthening the fabric of our entire community.

I'm excited by The Forge School's impact, not only on students but on Nashville as a whole. I encourage the MNPS Board to approve and champion The Forge School. This model represents an investment in education, workforce development, and the long-term prosperity of our city, and I am eager to see it succeed.

Thank you for your leadership in shaping the future of Nashville's students.

Sincerely,

Matt Cheek
Executive Director
Nashville Teacher Residency

NAIOP
COMMERCIAL REAL ESTATE DEVELOPMENT ASSOCIATION
NASHVILLE CHAPTER

May 21, 2025

Metro Nashville Public Schools
Office of Charter Schools
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

Dear Members of the MNPS Board,

On behalf of NAIOP Nashville, the Commercial Real Estate Development Association representing the interests of developers, owners, and related professionals in the commercial real estate industry, I am writing to express our enthusiastic support for charter school approval of *The Forge School*.

The Forge School's mission to prepare students for meaningful careers in architecture, engineering, and construction (AEC) directly aligns with the long-term needs of our industry and our city. As Nashville continues to grow, the demand for a skilled, diverse, and locally rooted workforce in these fields has never been more urgent. The Forge School presents a bold and innovative response to that challenge—connecting education with real-world applications in ways that can change the trajectory of students' lives and empower our future workforce.

Our association strongly believes that early, immersive exposure to AEC disciplines—paired with rigorous academics and career-readiness training—can unlock opportunities for students who may not otherwise see themselves represented in these industries. By fostering industry partnerships, mentoring, internships, and hands-on learning, The Forge School will not only develop technical competence but also instill leadership, problem-solving, and collaboration skills that are vital in today's built environment professions.

NAIOP Nashville and its members stand ready to support The Forge School through mentorship and collaboration. We view this school as an essential pipeline for the next generation of architects, engineers, and construction professionals—particularly those from underrepresented communities—and a model of how public education can be reimagined to meet both economic and social needs.

We urge the MNPS Board to approve The Forge School's application and help create a powerful pathway from classroom to career for Nashville's youth. Our future buildings, infrastructure, and communities will benefit from the talented students this school will nurture.

Thank you for your time, service, and leadership.

Sincerely,

Rachel Blackhurst

Director of Government Affairs

NAIOP Nashville

HMK
ARCHITECTS PLLC

May 20, 2025

Metro Nashville Public Schools
Charter Review Committee
2601 Bransford Avenue
Nashville, TN 37204

RE: Letter of Support for The Forge School Charter Application

To the Charter Review Committee:

As a lifelong Nashvillian, a proud graduate of Metro Nashville Public Schools, and Principal of a local architecture firm, I am writing in full support of The Forge School and its mission to provide middle and high school students with a hands-on, career-connected education in Architecture, Construction, and Engineering (ACE).

I was educated in MNPS from kindergarten through graduation, and my mother served as a dedicated teacher in the district for 37 years. My own career path was shaped by early exposure to the design and construction industry through the ACE Mentor Program and the Project Lead the Way curriculum at MLK Magnet. These programs were instrumental in my decision to pursue architecture and gave me a tangible vision for my future.

At HMK Architects, we've supported the ACE Mentor Program for many years, because we've seen the profound impact it can have on students. Our colleague Beth Kickirillo recently concluded 26 years of service on the ACE board, and I have mentored students for over a decade. We have seen a notable difference in the employees and interns who received early exposure to the field from experiences like ACE.

The Forge School represents an inspiring and much-needed step forward. It will give students across Nashville early, meaningful exposure to the ACE fields while helping them build real skills and confidence. At the same time, it will address a critical regional need. As Nashville continues to grow, so does the demand for skilled tradespeople, designers, and construction professionals. The Forge School offers a pathway to strengthen that pipeline with local talent, prepared for both college and career.

I strongly support the approval of The Forge School's charter application and urge you to view this initiative as a vital investment in our students, our workforce, and our city's future.

Sincerely,

HMK ARCHITECTS PLLC

Logan Newton, NCARB, AIA

T (615) 369 6020 | F (615) 369 6021 | 5300 MARYLAND WAY, SUITE 109 | BRENTWOOD, TN 37027 | WWW.HMKA.COM

Senior Pastor Brian Hockett
Born Again Church and Christian Outreach Ministries
858 West Trinity Lane Nashville, TN 37207
(615) 228-9287 Ext 242

May 19, 2025

To Whom It May Concern:

I am Brian Hockett Senior Pastor at Born Again Church and Outreach Ministries here in Nashville, TN. As one of the community leaders invested in the growth and success of Nashville, I am writing to express my strong support for The Forge School in Nashville. This innovative institution represents a vital opportunity to equip our students with the skills, education, and workforce experiences necessary to thrive in the architecture, construction, and engineering industries sectors that are foundational to our city's continued development.

Born Again Church has been a partner in this city since its inception in 1978, Bishop Horace E. Hockett the Founder and Overseer started this ministry in a small living room in East Nashville on North 6th Street. Over these almost 47 years we have served and ministered to the people of this community, not just with God's Word on Sundays but everyday of the week through our Outreach programs, like Living Parables, and our schools "Born Again Christian Academy" and "Little Saints Comprehensive Learning Center".

We have come to learn that Nashville's rapid expansion requires a highly skilled workforce capable of meeting the demands of these industries, yet our current educational landscape needs help to adequately prepare students for these career paths. The Forge School presents a forward-thinking solution by integrating project-based learning with industry-aligned training, enabling students to earn college credits, professional credentials, and hands-on experience that will set them apart upon graduation.

Beyond workforce preparation, The Forge School embraces a mission of inclusivity and accessibility, ensuring that students from historically underrepresented backgrounds have the opportunity to pursue meaningful careers in high-demand fields. By fostering a diverse pipeline of talent, this school is not only uplifting individuals but strengthening the fabric of our entire community.

We recognize the immense impact The Forge School will have—not only on students but on Nashville as a whole. I stand ready to support its success through mentorship, internship partnerships, and industry collaboration to ensure that its curriculum aligns with real-world needs.
I urge the MNPS Board to approve and champion The Forge School. This model represents an investment in education, workforce development, and the long-term prosperity of our city, and I am eager to see it thrive.

Thank you for your leadership in shaping the future of Nashville's students.

Sincerely,

Senior Pastor Brian Hockett
Born Again Church and Christian Outreach Ministries

H.G. HILL
REALTY COMPANY, LLC

May 16, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

Dear Members of the MNPS Board:

As a community leader invested in the growth and success of Nashville, I am writing to express my support for The Forge Charter High School. This innovative institution represents a vital opportunity to equip our students with the skills, education, and workforce experiences necessary to thrive in the architecture, construction, and engineering industries sectors that are foundational to our city's continued development.

Nashville's rapid growth requires a highly skilled workforce capable of meeting the demands of these industries, yet our current educational landscape does not adequately prepare students for these career paths. The Forge School presents a forward-thinking solution by integrating project-based learning with industry-aligned training, enabling students to earn college credits, professional credentials, and hands-on experience that will set them apart upon graduation.

The Forge School embraces a mission of inclusivity and accessibility, ensuring that students from historically underrepresented backgrounds have the opportunity to pursue meaningful careers in high-demand fields. By fostering a diverse pipeline of talent, this school is not only uplifting individuals but strengthening the fabric of our entire community.

As a leader committed to the future of our city, I recognize the immense impact The Forge School will have, not only on students, but also on Nashville as a whole. I stand ready to support its success through mentorship, internship partnerships, and industry collaboration to ensure that its curriculum aligns with real-world needs.

I urge the MNPS Board to approve and champion The Forge Charter High School. This model represents investment in education, workforce development, and the long-term prosperity of our city, and I am eager to see it thrive.

Thank you for your leadership in shaping the future of Nashville's students.

Sincerely,

Jimmy Granbery
Chair | CEO

3011 Armory Drive, Suite 130
Nashville, TN 37204-3721
Phone: (615) 252-8100
Fax: (615) 244-1627
www.hghill.com

H.G. HILL
REALTY COMPANY, LLC

May 16, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

Dear Members of the MNPS Board:

As a community leader invested in the growth and success of Nashville, I am writing to express my strong support for The Forge Charter High School. This innovative institution represents a vital opportunity to equip our students with the skills, education, and workforce experiences necessary to thrive in the architecture, construction, and engineering industries sectors that are foundational to our city's continued development.

Nashville's rapid expansion requires a highly skilled workforce capable of meeting the demands of these industries, yet our current educational landscape does not adequately prepare students for these career paths. The Forge School presents a forward-thinking solution by integrating project-based learning with industry-aligned training, enabling students to earn college credits, professional credentials, and hands-on experience that will set them apart upon graduation.

Beyond workforce preparation, The Forge School embraces a mission of inclusivity and accessibility, ensuring that students from historically underrepresented backgrounds have the opportunity to pursue meaningful careers in high-demand fields. By fostering a diverse pipeline of talent, this school is not only uplifting individuals but strengthening the fabric of our entire community.

As a leader committed to the future of our city, I recognize the immense impact The Forge School will have—not only on students but on Nashville as a whole. I stand ready to support its success through mentorship, internship partnerships, and industry collaboration to ensure that its curriculum aligns with real-world needs.
I urge the MNPS Board to approve and champion The Forge Charter High School. This model represents investment in education, workforce development, and the long-term prosperity of our city, and I am eager to see it thrive.

Thank you for your leadership in shaping the future of Nashville's students.

Sincerely,

Celeste Patterson
President

3011 Armory Drive, Suite 130
Nashville, TN 37204-3721
Phone: (615) 252-8100
Fax: (615) 244-1627
www.hghill.com

openworks
design + development

05/20/2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Support for The Forge School Application

To Whom It May Concern:

As the co-owner of a Nashville-based design and real estate development firm, I urge you to approve the charter application for The Forge School. The Forge is not just a promising educational model—it is a necessary and timely response to Nashville's acute need for a better-prepared, more diverse workforce in the architecture, construction, and engineering (ACE) industries.

Nashville's rapid growth is outpacing the capacity of our current workforce pipeline. The Forge School directly addresses this gap by offering a rigorous, hands-on, and career-connected education to middle and high school students across the city. Its curriculum will equip students with the technical skills, industry certifications, college credits, and real-world experiences that are vital to entering and thriving in our field.

Our city urgently needs a new generation of educated professionals who are equipped to raise the bar on housing design and construction—particularly in the delivery of high-quality affordable and market-rate housing. As development pressure increases, so does the risk of cutting corners in construction and perpetuating inequitable design standards. The Forge School will cultivate a pipeline of future professionals who can bring innovation, equity, and technical excellence to one of Nashville's most pressing challenges: building well-designed, durable housing that serves all residents.

At Openworks, we view The Forge as an essential partner in solving our region's long-term workforce challenges. The school's mission—to train diverse, underrepresented students for careers in the ACE professions—mirrors our own commitment to building a more inclusive and resilient industry. The school's focus on durable, transferable skills ensures students will not only enter the workforce but lead it.

Openworks strongly supports the approval of The Forge School. We believe it will have a profound and lasting impact on our community, our industry, and the futures of its students. We urge you to move forward swiftly with this opportunity.

Sincerely,



Will Rosenthal
Managing Partners, Openworks

will@opnwrks.com
2610 Westwood Drive
Nashville, TN 37204
www.opnwrks.com

Adkisson & Associates Architects, Inc.
5133 Harding Pike STE B10-396 ▪ Nashville, TN 37205-2891 ▪ Tel. (615)351-4427

5/20/2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

To Whom It May Concern:

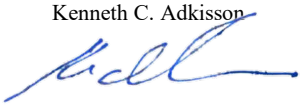
We are pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

The model and mission of the Forge School is directly aligned with Adkisson & Associates's mission to intentionally diversify our construction workforce and support our local community. Adkisson & Associates is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. Adkisson & Associates will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, Adkisson & Associates is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

Adkisson & Associates fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,
Kenneth C. Adkisson



211 Union Street, Suite 103
Nashville, TN 37201
615.248.4400
stgdesign.com

May 20, 2025

To Whom It May Concern:

STG Design is pleased to offer this letter of support for The Forge School in Nashville. We believe the proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing, and The Forge School appears to be set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, have the potential to earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning looks to align with the training we value in our field.

STG Design is a dynamic firm with an integrated approach to architecture, interior design, and planning. Our staff, networked across multiple offices and remote employees, provides planning and design solutions through localized expertise complemented by a global perspective. Founded in 1976, STG Design is the result of an evolving and growing company becoming one of the nation's leading firms committed to design in a multitude of disciplines.

The model and mission of the Forge School is closely aligned with STG Design's mission to intentionally diversify our construction workforce and support our local community. STG Design plans to commit to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. STG Design will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we would like to support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can

develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, STG Design is preparing to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

STG Design supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,



Chad Jones

Principal

STG Design

REMICK
ARCHITECTURE

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge Charter High School

To Whom It May Concern,

I'm writing to express our strong support for The Forge Charter High School in Nashville. As a design studio and development group rooted in adaptive reuse, hospitality, and creative industrial work, we've seen firsthand the growing need for well-prepared young people entering the architecture, construction, and engineering (ACE) fields. The Forge's model directly addresses that need—with an approach that's hands-on, aligned with industry, and built to serve the future of our city.

What stands out about The Forge is its commitment to project-based learning and workforce readiness. Students will leave high school not only with college credits and industry credentials, but with real-world experience and the kind of durable, transferable skills we look for in new hires.

We're committed to partnering with The Forge to help shape this next generation—offering mentorship, internship pathways, and technical input to keep their curriculum tied to what the field demands.

We fully support this school coming to Nashville. It's the kind of bold, necessary investment in our community's future that deserves backing—and we look forward to playing an active role in its success.

Sincerely,



Remick Moore
Architect/Owner

May 20, 2025

315 Madison Street, Nashville, TN 37208
615.988.0701
remickarch.com

Dillon Dunn
2025 – 2026 President
NOMAnash

May 20th, 2025

To Whom It May Concern:

The Nashville chapter of the National Organization of Minority Architects (NOMAnash) is pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

NOMAnash is a non-profit professional service organization whose mission is to enhance accessibility for minorities in the architectural industry, foster equity in our communities through outreach, facilitate professional development of our members, and inform minority youth by taking active roles in their education. Founded in 2018, NOMAnash quickly gained national recognition when the chapter was awarded NOMA National's coveted Emerging Chapter of the Year Award in that same year. Today, NOMAnash organizes some of the most well known community-facing educational programs in Nashville's architecture and design community. We are architects, interior designers, city planners, community representatives, university professors, and much more. Most importantly, we are Nashvillians who care about the future of the city and design professions therein.

The model and mission of the Forge School is directly aligned with NOMAnash's mission to intentionally diversify our construction workforce and support our local community. NOMAnash is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. NOMAnash will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, NOMAnash is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

NOMAnash fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

Dillon Dunn
2025 – 2026 President
NOMAnash

CHOATE
– CONSTRUCTION –

Reputation is Everything

May 19, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Support for The Forge School

To Whom It May Concern,

I'm writing to express our strong support for The Forge School in Nashville. This proposed new school presents an exciting opportunity to provide students with a dynamic and hands-on public education that not only engages them academically but also prepares them for careers in architecture, construction, and engineering—fields that are in high demand in our growing city.

The Forge School's approach combines rigorous academics with real-world, industry-aligned training. Students will have the chance to earn college credits, gain valuable work experience, and receive professional certifications—all while still in middle and high school. Their project-based learning model mirrors the kind of training we value in the construction industry.

At Choate Construction, we're committed to building a more diverse and skilled workforce, and The Forge School's mission aligns perfectly with ours. We believe in investing in our community and in the next generation of professionals. The current demand for skilled workers in construction and related fields far exceeds what traditional schools can supply. A school like The Forge School, focused on preparing students for these careers, is exactly what our industry needs.

We're especially excited about The Forge School's commitment to reaching students from all backgrounds, including those who have been historically underrepresented in these fields. Their focus on teaching durable, transferable skills is another reason we're eager to support them.

CHOATE CONSTRUCTION COMPANY
3310 West End Avenue, Suite 575 Nashville, TN 37203
(O) 615.864.7975 www.choateco.com

Atlanta, Georgia | Charleston, South Carolina | Charlotte, North Carolina | Nashville, Tennessee | Raleigh, North Carolina | Savannah, Georgia

LIPSCOMB UNIVERSITY

COLLEGE OF EDUCATION

Lipscomb University
College of Education
One University Park Drive
Nashville, TN 37204

May 20, 2025

To Whom It May Concern,

As the Dean of the Lipscomb College of Education, I am pleased to offer my enthusiastic support for The Forge School, an innovative middle and high school in Nashville dedicated to the fields of architecture, construction, and engineering. The Forge School represents a forward-thinking approach to education, blending rigorous academics with specialized training in high-demand fields. Its mission to prepare students for careers in these critical industries aligns seamlessly with our commitment at Lipscomb University to foster transformative educational opportunities that serve our community and beyond.

The Lipscomb College of Education recognizes the importance of developing highly qualified educators who bring both expertise and passion to their classrooms. To this end, we are eager to collaborate with The Forge School to help train and upskill talented professionals in architecture, construction, and engineering, enabling them to become certified teachers. Our robust teacher preparation programs, including alternative certification pathways and professional development initiatives, are well-suited to support The Forge School's unique needs. We are committed to working closely with The Forge School to design tailored training programs that equip industry professionals with the pedagogical skills and credentials necessary to excel as educators.

We have successfully collaborated with MNPS and charter networks to provide professional development, residency programs, and licensure support, ensuring that schools have access to exceptional educators. We see The Forge School as an ideal partner in this mission, and we are excited about the opportunity to support its faculty development and contribute to its success.

. By preparing students for both immediate workforce opportunities and long-term professional success, The Forge School is poised to make a significant impact on Nashville's economy and community. The Lipscomb College of Education is proud to stand in support of this visionary initiative and looks forward to a meaningful partnership that will empower the next generation of educators and industry leaders.

Please feel free to contact me at leslie.cowell@lipscomb.edu or (615) 966-1000 if you have any questions or wish to discuss our potential collaboration further.

Sincerely,

Leslie Cowell

Leslie Cowell, Ed.D.
Dean, College of Education
Lipscomb University

May 20, 2025

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for The Forge School - Charter School

To Whom It May Concern:

We are pleased to offer this letter of support for The Forge School in Nashville. The proposed school will offer an innovative and engaging public education option for middle and high school students while simultaneously addressing the architecture, construction, and engineering commercial constructions needs in the Nashville area. Our city is growing and The Forge School is set up to ensure that students get critical industry-aligned training and a high-quality career-connected general education that prepares them for various post-secondary pathways of their choosing. Students, under this model, will earn college credits, valuable construction workforce experience, and professional credentials. The integrated project-based approach to learning aligns with the training we value in our field.

The model and mission of the Forge School is directly aligned with Civil & Environmental Consultants mission to intentionally diversify our construction workforce and support our local community. Civil & Environmental Consultants is committed to partnering and collaborating with local schools to train our future workforce pipeline. The construction workforce and technical skills needed to lead it far exceed the current ability for our local public schools to produce. Civil & Environmental Consultants will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue careers in Architecture, Construction, and Engineering. The aim of The Forge School is to train diverse students from all parts of our city including from historically underrepresented backgrounds for careers in the architecture, construction, and engineering professions, and we support this mission. We are excited about their commitment to teaching Durable skills that are so essential in the workforce.

The exposure that The Forge School will provide for its students will have a profound impact on our city. We know that through mentorship programs and practical experiences, middle and high school students can develop essential skills and gain insights into the architecture, construction, and engineering profession, preparing them for a successful career. Thus, Civil & Environmental Consultants is fully prepared to be an active partner with this school by offering mentors, supporting internships, and providing technical support to ensure that the curriculum is aligned with industry needs.

Civil & Environmental Consultants fully supports bringing this school model to Nashville. We believe that The Forge School has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,



Jordan Williams - Landscape Designer

Nicolle Wilkinson, RA, CCM
5868 E. 39th Street
Yuma, AZ 85365

May 20, 2025

To Whom It May Concern,

Hello, my name is Nicolle Wilkinson, and I am both a licensed architect and certified construction manager with more than 30 years of experience in both industry and education. In addition to teaching drafting technology and construction materials for 4 years at Arizona Western College, I also had the privilege of serving as a school board member and past president of the Southwestern Technical Education District of Yuma (STEDY), a district focused on career and technical education. Based on my professional background and deep personal respect for the founders of The Forge School, particularly Sara Tuttle, I offer my full support for its establishment in Nashville.

The Forge School represents a critical step forward in education—one that aligns academic learning with tangible career pathways in architecture, construction, engineering, and the skilled trades. As someone who has spent decades in both construction and career-focused education, I've seen firsthand how hands-on, industry-integrated learning transforms lives and prepares students for meaningful, high-demand careers.

Traditional academic environments serve many students well, but for those who thrive through applied learning and real-world problem-solving, schools like The Forge are essential. The Forge School's mission to equip students with practical skills, exposure to industry professionals, and real project experience is exactly what our workforce—and our students—need to succeed.

Moreover, schools like The Forge don't just serve their students; they serve their communities. By cultivating the next generation of designers, builders, and technical innovators, The Forge School will contribute directly to Nashville's economic growth and resilience. Its presence will help address the skilled labor shortage while offering young people a pathway to purpose-filled, well-paying careers. To the best of my knowledge, it will also be the FIRST and ONLY school of its kind in the United States focusing on architecture/engineering/construction education for middle and high school students.

I am confident that The Forge School will become a cornerstone of career and technical education in Tennessee. I commend the founders for their vision, leadership, and unwavering commitment to student success. I look forward to seeing the positive impact this school will make in Nashville and beyond.

Sincerely,

Nicolle B Wilkinson, CCM, RA

928.246.8005

Brent Noel
4270 Stone Hall Blvd
Hermitage, TN 37076
May 20, 2025

To Whom It May Concern,

Hello, my name is Brent Noel, and as a parent, I strongly support the opening of The Forge School in Nashville. This new school represents an incredible opportunity for students who are eager to gain hands-on experience and build a future in architecture, construction, and engineering.

Traditional education serves many students well, but there is a growing need for schools that connect learning directly to careers. The Forge School promises to do exactly that, providing students with practical knowledge, industry connections, and the chance to apply their skills in real-world settings. For students who may struggle with conventional classroom learning or simply crave more meaningful engagement, this school could make all the difference.

Beyond benefiting individual students, The Forge School will strengthen our community by preparing the next generation of skilled professionals who will design, build, and innovate right here in Nashville. By bridging education with industry, The Forge School will ensure that students graduate with a solid foundation, career readiness, and a sense of purpose.

I fully support The Forge School and believe it will be an invaluable asset to our city and its students. Thank you to everyone who has worked tirelessly to bring this vision to life. I look forward to seeing the positive impact this school will have on Nashville and beyond.

Sincerely,



Brent Noel

Forge School <info@theforgeschool.org>

Letter of Support

1 message

Michael Thompson <mikethompsonphoto@gmail.com> Tue, May 20, 2025 at 9:22 PM
To: INFO@theforgeschool.org

Michael Thompson
226 Wilowen Drive
Nashville, TN. 37210
5.20.25

To Whom it may concern,

My name is Michael Thompson I am the father of a five year old son who attends a metro public school. I am also a journeyman carpenter that works for a historic restoration and remodeling company in Nashville Tennessee.

I learned about the forge school many months ago from a friend and have been excited for the possibility since then. The idea of a pathway to a better education, in a non traditional sense is something our children need to be successful in life.

Public education never served me well. I wanted to be an engineer, or an architect. But I was always told my math grades wern't good enough and I should think of something else to peruse carried me through most of my school career. Now I have a degree in commercial photography, and I build custom homes and meet with engineers and architects weekly.

I would have loved an option like the forge school when I was a child. And I wish the same for my son.

I am in full support of this school, and think it will be a bright spot in the future of Nashville and the young minds it inspires and educates.

Sincerely,

Michael Thompson

Aaron Elliott
2220 Crescent Valley Dr.
Hermitage, TN 37076
5/20/2025

To Whom It May Concern,

Hello, my name is Aaron Elliott, as a parent, I strongly support the opening of The Forge School in Nashville. This new school represents an incredible opportunity for students who are eager to gain hands-on experience and build a future in architecture, construction, and engineering.

Traditional education serves many students well, but there is a growing need for schools that connect learning directly to careers. The Forge School promises to do exactly that, providing students with practical knowledge, industry connections, and the chance to apply their skills in real-world settings. For students who may struggle with conventional classroom learning or simply crave more meaningful engagement, this school could make all the difference.

Beyond benefiting individual students, The Forge School will strengthen our community by preparing the next generation of skilled professionals who will design, build, and innovate right here in Nashville. By bridging education with industry, The Forge School will ensure that students graduate with a solid foundation, career readiness, and a sense of purpose.

I fully support The Forge School and believe it will be an invaluable asset to our city and its students. Thank you to everyone who has worked tirelessly to bring this vision to life. I look forward to seeing the positive impact this school will have on Nashville and beyond.

Sincerely,
Aaron Elliott

Eric D John
4367 Stone Hall Blvd
Hermitage, TN 37076
May 20th, 2025

To Whom It May Concern,

My name is Eric John, I am a parent of two boys who are eligible Metro Nashville Public School students. Currently my sons both attend private school but we would love to have a strong architecture, construction and engineering charter school in the Metro Nashville school system so that our boys could have a public school education like my wife and I both had.

We strongly support the opening of The Forge School in Nashville.

I am an Airline Pilot and my job relies on many of the same basic (hydraulics, pneumatics and electrical) systems that this school would have in their curriculum. I didn't have the opportunity in my primary and secondary public education to connect to these basics and I learned the fundamentals in flight training and university studies.

This new school represents an incredible opportunity for our students who are eager to gain hands-on experience and a fundamental knowledge of these systems to get ahead of their public school peers in other districts.

Traditional education serves many students well, but there is also a growing need for schools that connect learning directly to careers like mine.

The Forge School will provide an opportunity to do exactly that, providing students with practical knowledge, industry connections, and the chance to apply their skills in real-world settings.

Beyond benefiting individual students, The Forge School will strengthen our community by preparing the next generation of skilled professionals who will design, build, and innovate right here in Nashville.

By bridging education with industry, The Forge School will ensure that students graduate with a solid foundation, career readiness, and a sense of purpose.

I fully support The Forge School and believe it will be an invaluable asset to our city and its students.

Thank you to everyone who has worked tirelessly to bring this vision to life.

I look forward to the opportunity to enroll my sons in this life-changing school!

Sincerely,
Eric D John



Drew Lamb
748 22nd Ct N
Nashville, TN
5/15/2025

To Whom It May Concern,

Hello, my name is Drew Lamb as a parent, I strongly support the opening of The Forge School in Nashville. This new school represents an incredible opportunity for students who are eager to gain hands-on experience and build a future in architecture, construction, and engineering.

Traditional education serves many students well, but there is a growing need for schools that connect learning directly to careers. The Forge School promises to do exactly that, providing students with practical knowledge, industry connections, and the chance to apply their skills in real-world settings. For students who may struggle with conventional classroom learning or simply crave more meaningful engagement, this school could make all the difference.

Beyond benefiting individual students, The Forge School will strengthen our community by preparing the next generation of skilled professionals who will design, build, and innovate right here in Nashville. By bridging education with industry, The Forge School will ensure that students graduate with a solid foundation, career readiness, and a sense of purpose.

I fully support The Forge School and believe it will be an invaluable asset to our city and its students. Thank you to everyone who has worked tirelessly to bring this vision to life. I look forward to seeing the positive impact this school will have on Nashville and beyond.

Sincerely,
Drew Lamb

Troy M. Smith
1011 Pebble Run Rd.
Hendersonville, TN 37075
05/20/2025

To Whom It May Concern,

Hello, my name is Troy M. Smith. As a parent, I strongly support the opening of The Forge School in Nashville. This new school represents an incredible opportunity for students eager to gain hands-on experience and build a future in architecture, construction, and engineering.

Traditional education serves many students well, but there is a growing need for schools that connect learning directly to careers. The Forge School promises to do exactly that, providing students with practical knowledge, industry connections, and the chance to apply their skills in real-world settings. For students who may struggle with conventional classroom learning or simply crave more meaningful engagement, this school could make all the difference.

Beyond benefiting individual students, The Forge School will strengthen our community by preparing the next generation of skilled professionals who will design, build, and innovate right here in Nashville. By bridging education with industry, The Forge School will ensure that students graduate with a solid foundation, career readiness, and a sense of purpose. My son, a creative individual, would benefit from The Forge School's opportunity to develop his architectural gift, which he has displayed since the age of six; he is now nine.

I fully support The Forge School and believe it will be an invaluable asset to our city and its students. Thank you to everyone who has worked tirelessly to bring this vision to life. I look forward to seeing the positive impact this school will have on Nashville and beyond.

Sincerely,



Troy M. Smith, M. Ed, AMP
615-335-1991
troy@troymsmith.com

Tony Hirsch
1711 Woodland St
Nashville, TN 37206
5.16.2025

To Whom It May Concern,

Hello, my name is Tony Hirsch, as a parent, I strongly support the opening of The Forge School in Nashville. This new school represents an incredible opportunity for students who are eager to gain hands-on experience and build a future in architecture, construction, and engineering.

Traditional education serves many students well, but there is a growing need for schools that connect learning directly to careers. The Forge School promises to do exactly that, providing students with practical knowledge, industry connections, and the chance to apply their skills in real-world settings. For students who may struggle with conventional classroom learning or simply crave more meaningful engagement, this school could make all the difference.

Beyond benefiting individual students, The Forge School will strengthen our community by preparing the next generation of skilled professionals who will design, build, and innovate right here in Nashville. By bridging education with industry, The Forge School will ensure that students graduate with a solid foundation, career readiness, and a sense of purpose.

I fully support The Forge School and believe it will be an invaluable asset to our city and its students. Thank you to everyone who has worked tirelessly to bring this vision to life. I look forward to seeing the positive impact this school will have on Nashville and beyond.

Sincerely,
Tony Hirsch

John Little, III
2061 Westchester Drive
Nashville, TN 37207
May 20, 2025

To Whom It May Concern,

As a parent, a proud alumnus of Metro Schools, and a mentor to numerous current and former MNPS students, I offer my unequivocal support for the establishment of The Forge School in Davidson County. My meeting with Mrs. Tuttle, post my tenure on the school board, allowed me to understand her vision and plans for the students, which not only impressed me but also motivated me to inform other parents of this valuable educational opportunity.

The overwhelming positive response to an informational email sent to my network underscored the significant community demand for this initiative, with many expressing sentiments such as, "I wish such an institution had been available during my schooling."

I am a community driven advocate for The Forge School and firmly believe it will be a vital resource for our city and its student population. I extend my gratitude to all those who have dedicated their efforts to realize this vision, and I eagerly anticipate the positive impact this school will have on Nashville and beyond.

Sincerely,

John Little, III

Nick Plummer

3237A Lakeshore Dr
Old Hickory, TN 37138
5.19.2025

To Whom It May Concern,

Hello, my name is **Nick Plummer.** As a parent, I strongly support the opening of The Forge School in Nashville. This new school represents an incredible opportunity for students who are eager to gain hands-on experience and build a future in architecture, construction, and engineering.

Traditional education serves many students well, but there is a growing need for schools that connect learning directly to careers. The Forge School promises to do exactly that, providing students with practical knowledge, industry connections, and the chance to apply their skills in real-world settings. For students who may struggle with conventional classroom learning or simply crave more meaningful engagement, this school could make all the difference.

Beyond benefiting individual students, The Forge School will strengthen our community by preparing the next generation of skilled professionals who will design, build, and innovate right here in Nashville. By bridging education with industry, The Forge School will ensure that students graduate with a solid foundation, career readiness, and a sense of purpose.

I fully support The Forge School and believe it will be an invaluable asset to our city and its students. Thank you to everyone who has worked tirelessly to bring this vision to life. I look forward to seeing the positive impact this school will have on Nashville and beyond.

Sincerely,
Nick Plummer

Chad Jones
127 Trellis Way
Goodlettsville, TN
05.20.2025

To Whom It May Concern,

Hello, my name is Chad Jones, as a parent, I strongly support the opening of The Forge School in Nashville. This new school represents an incredible opportunity for students who are eager to gain hands-on experience and build a future in architecture, construction, and engineering.

Traditional education serves many students well, but there is a growing need for schools that connect learning directly to careers. The Forge School promises to do exactly that, providing students with practical knowledge, industry connections, and the chance to apply their skills in real-world settings. For students who may struggle with conventional classroom learning or simply crave more meaningful engagement, this school could make all the difference.

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I fully support The Forge School and believe it will be an invaluable asset to our city and its students. Thank you to everyone who has worked tirelessly to bring this vision to life. I look forward to seeing the positive impact this school will have on Nashville and beyond.

Sincerely,
Chad Jones

5/20/2025

To whom it may concern,

Hi, my name is Kadence Williams, I am writing to express my full support and excitement for the opening of The Forge School in Nashville. As a high school senior, I've spent the last few years thinking about my future, where I'll go, what I'll do, and how I can contribute to the world around me. The Forge School represents something truly special: an opportunity for students to learn through hands-on experience and to get an early start on building careers that matter.

I've personally witnessed that not everyone thrives in a traditional school setting, and many of us want more than just textbooks, we want real-world applications, industry connections, and the chance to work with professionals who can help shape our futures. The Forge School offers exactly that, creating pathways in architecture, construction, and engineering that will empower students to step confidently into these fields. As an aspiring architect, I wish that this school was in place early on in my educational journey as it could've given me a head start in my future career.

Nashville needs a school like this. A place where students can turn their curiosity into tangible skills, where students can begin the process of earning certifications as early as 6th grade, and where students can have an immersive ACE industry educational experience.

I hope that many students will find inspiration, opportunity, and success through this incredible school.

Sincerely,

Kadence Williams

THE FORGE SCHOOL

WE BUILD

You're Invited

to an evening of future building!

MAY 13TH
4:30 - 6:30 PM
SOUTHEAST VENTURE
4030 Armory Oaks Dr
Nashville, TN 37204

- Meet the Forge School Team.
- Learn about our high wage, high demand career-connected pathways.
- Meet and learn from industry professionals.



NASHVILLE'S FIRST
ARCHITECTURE, CONSTRUCTION, & ENGINEERING
CHARTER SCHOOL

A tuition-free, grades 6-12, public charter school opening in August 2026.

SCAN TO LEARN MORE

theforgeschool.org

DISCOVER SOUTHEAST VENTURE

"Building value by valuing relationships."

SOUTHEAST VENTURE IS A FULL-SERVICE COMMERCIAL REAL ESTATE FIRM THAT HAS HELPED SHAPE NASHVILLE SINCE 1981. WE COMBINE ARCHITECTURE, DEVELOPMENT, INTERIOR DESIGN, BROKERAGE, AND PROPERTY MANAGEMENT UNDER ONE ROOF.

KEY SERVICES:

- **REAL ESTATE DEVELOPMENT – MIXED-USE, OFFICE, AND RESIDENTIAL PROJECTS LIKE SILO BEND AND EASTSIDE HEIGHTS.**
- **ARCHITECTURE & INTERIOR DESIGN – FUNCTIONAL, BEAUTIFUL SPACES FOR HOMES, HOSPITALS, OFFICES, AND MORE.**
- **COMMERCIAL BROKERAGE – HELPING BUSINESSES BUY, LEASE, AND SELL PROPERTY.**
- **PROPERTY MANAGEMENT – KEEPING COMMERCIAL SPACES RUNNING EFFICIENTLY AND SAFELY.**



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THE FORGE SCHOOL

laescuelaforja.org



EL PRIMER DE NASHVILLE

ARQUITECTURA, CONSTRUCCIÓN E INGENIERÍA

ESCUELA CHARTER

Una escuela autónoma pública y gratuita, para los grados 6 a 12, que abrirá en agosto de 2026.

The Forge invierte en estudiantes que aspiran a forjar el Nashville del futuro. Nuestra escuela, con un enfoque profesional, atiende las necesidades de nuestra ciudad en crecimiento mediante la creación de sólidas alianzas entre futuros líderes, profesionales actuales de la industria y oportunidades educativas personalizadas.

ESCANEE PARA SABER MÁS

SOBRE LA ESCUELA DE FORJA

The Forge capacita a estudiantes para convertirse en líderes innovadores en Arquitectura, Construcción e Ingeniería mediante un aprendizaje práctico y orientado a su carrera profesional. Gracias a sólidas alianzas con nuestra comunidad, construimos caminos que dotan a los estudiantes de las habilidades, los conocimientos y la experiencia práctica necesarios para diseñar y construir un futuro sostenible. Forjamos vínculos entre la educación y la industria, garantizando que nuestros graduados estén preparados para contribuir a sus comunidades con propósito, creatividad y experiencia.

APRENDIZAJE CONECTADO CON LA CARRERA

Todas las clases, incluso las materias básicas, están vinculadas a los campos de la arquitectura, la construcción y la ingeniería.

ENFOCADO EN HABILIDADES DURADERAS

The Forge prioriza el desarrollo del carácter, la colaboración, el liderazgo, la comunicación y las habilidades de pensamiento crítico con los estudiantes.

APRENDIZAJE BASADO EN PROYECTOS

Los estudiantes participan en proyectos individuales y grupales, aprendiendo las habilidades técnicas de arquitectura, construcción e ingeniería.

ARRAIGADO EN LA COMUNIDAD

The Forge está profundamente comprometido con la mentoría, la comunidad y la pertenencia. Cada estudiante de secundaria tendrá un mentor de preparatoria, mientras que los estudiantes de preparatoria contarán con mentores de la industria.

CONSTRUIMOS

CONTÁCTENOS
INFO@THEFORGESCHOOL.ORG

Entregar a:

THE FORGE SCHOOL

theforgeschool.org



NASHVILLE'S FIRST

ARCHITECTURE, CONSTRUCTION, & ENGINEERING CHARTER SCHOOL

A tuition-free, grades 6-12, public charter school opening in August 2026.

The Forge invests in students who aspire to shape the Nashville of tomorrow. Our career-connected school addresses the needs of our growing city by creating strong partnerships between future leaders, current industry professionals, and personalized education opportunities.

SCAN TO LEARN MORE

ABOUT THE FORGE SCHOOL

The Forge empowers students to become innovative leaders in Architecture, Construction, and Engineering through hands-on, career-connected learning. With strong partnerships in our community, we build pathways that equip students with the durable skills, knowledge, and real-world experience needed to design and construct a sustainable future. We forge connections between education and industry, ensuring that our graduates are prepared to contribute to their communities with purpose, creativity, and expertise.

CAREER-CONNECTED LEARNING

Every class—even core subjects are linked to the fields of architecture, construction, and engineering.

PROJECT-BASED LEARNING

Students engage in individual and group projects, learning the technical skills of architecture, construction, and engineering.

DURABLE SKILLS FOCUSED

The Forge prioritizes building character, collaboration, leadership, communication, and critical thinking skills with students.

ROOTED IN COMMUNITY

The Forge is deeply committed to mentorship, community, and belonging. Every middle school student will be paired with a high school mentor, while high school students will have industry mentors.

WE BUILD

GET IN TOUCH
INFO@THEFORGESCHOOL.ORG

Deliver To:

SKATE NIGHT

JOIN US FOR AN UNFORGETTABLE SKATING EXPERIENCE!



TODAY, 3 PM - 6 PM

HERMITAGE COMMUNITY CENTER
3701 JAMES KAY LN., HERMITAGE, TN 37076

FUN FOR EVERYONE

NOCHE DE PATINAJE

¡ÚNETE A NOSOTROS PARA UNA EXPERIENCIA DE PATINAJE INOLVIDABLE!



HOY,
3 PM - 6 PM

CENTRO COMUNITARIO DE HERMITAGE
3701 JAMES KAY LN., HERMITAGE, TN 37076

DIVERSIÓN PARA TODOS

THE FORGE SCHOOL

6th - 12th Grade
Opening in Fall 2026

Architecture, Construction, and Engineering focused-school serving students in grades 6th through 12th.

theforgeschool.org

info@theforgeschool.org

WE BUILD.

community. knowledge. self-esteem. skills.

With a focus on Architecture, Construction, and Engineering, we build:

- Academic Excellence
- Hands-on Learning
- Durable Skills

to ensure that our students are ready for a self-sustaining career within the Nashville community.



SCAN TO STAY CONNECTED AND BUILD WITH **THE FORGE SCHOOL**

THE FORGE SCHOOL

6 - 12 grado

Apertura en otoño de 2026

Escuela enfocada en arquitectura, construcción e ingeniería que atiende a estudiantes desde el sexto hasta el duodécimo grado.

theforgeschool.org

info@theforgeschool.org

WE BUILD.

community. knowledge. self-esteem. skills.

Con enfoque en Arquitectura, Construcción e Ingeniería, construimos:

- Excelencia académica
- Aprendizaje práctico
- Habilidades duraderas

para garantizar que nuestros estudiantes estén preparados para una carrera autosuficiente dentro de la comunidad de Nashville.



ESCANEE PARA MANTENERSE CONECTADO Y CONSTRUIR CON LA ESCUELA DE LA FORJA

Attachment E Cover Page

Student Handbook and Required Forms

REQUIRED FOR ALL SPONSORS



Student & Family Handbook

2026-2027

DRAFT - PENDING LEGAL REVIEW AND BOARD APPROVAL

The Forge School

Our Mission & Vision

The Forge School ("The Forge") empowers 6th through 12th grade students to forge their own futures by combining academic excellence, hands-on learning, and real-world experiences to ensure that upon graduation students are prepared to enter an architecture, construction, or engineering career with the durable skills and experience needed to thrive in a high-wage high-demand industry.

The Forge is committed to empowering students to become innovative leaders in Architecture, Construction, and Engineering ("ACE") through hands-on, career-connected learning. Our vision is to have strong partnerships in our community to build pathways that equip students with the durable skills, knowledge, and real-world experience needed to design and construct a sustainable future. Our mission is to forge connections between education and industry, ensuring that our graduates are prepared to contribute to their communities with purpose, creativity, and expertise.

The Five Forge Foundations:

The five foundations of the forge are the drivers behind the school to ensure that students are on the path to success to meet our overall mission and vision:

THE FIVE FORGE FOUNDATIONS				
ACADEMICS	OPPORTUNITY	COMMUNITY	GUIDANCE	CONTRIBUTION
Mastery of academics to excel at or above grade level.	Career-focused learning for evolving opportunities.	Building social capital, networks, and belonging in professional communities.	Personalized support to achieve goals and stay on track.	Civic engagement to contribute and shape the future.

Durable Skills:

The Forge's Profile of a Learner to ensure that all of the Forge Foundations are represented and can be executed throughout the six-year journey at the school.

Standard 1: Communication - The ability to transmit and receive information, ideas, and instructions clearly, accurately, and effectively in various forms and contexts within the professional environment

Standard 2: Collaboration - The ability to work harmoniously with others, leveraging diverse strengths and ideas to achieve common goals, and contribute positively to team dynamics and outcomes

Standard 3: Fortitude - The ability to demonstrate inner strength and resilience in navigating difficult situations, and display courage, determination, and composure while overcoming challenges, pursuing goals and engaging in responsible decision making.

Standard 4: Leadership - The ability to motivate and guide a group of people toward achieving a common goal or objective. This individual encourages others to pursue a goal, celebrates team members successes, models behavior desirable in others, sets expectations, performs well under pressure, trusts in their abilities, and exhibits a belief in themselves with a balance between humility and confidence

Academic Focus

At the Forge students will participate in coursework to support the Architecture, Construction, and Engineering pathways as aligned in the state of Tennessee. The pathways that students will engage in coursework include:

META-CLUSTER: Building and Moving	
TDOE CLUSTER	**TDOE PROGRAMS OF STUDY**
Construction	→ Architecture Engineering and Design
	→ Mechanical, Electrical, Plumbing → Residential Commercial Construction
Advanced Manufacturing	→ Engineering
TDOE CROSS-CUTTING SECTORS	
TDOE CLUSTER: Management & Entrepreneurship PROGRAM OF STUDY: Entrepreneurship	

Responsibility & Accountability

Students, Families, and Staff
The Forge School's Mutual Support represents some of the most important responsibilities of being a member of our school community. For students, the Agreement, and this handbook, provides an overview of what being a Forge School student is and how and why it is different from other schools. For families, the Agreement and Handbook outline some specific expectations the school will hold you to in order to provide the best possible education for your student. In exchange for what students and families do, the staff of The Forge School will work tirelessly to provide students with a safe and respectful environment in which they can achieve academic success. This Agreement is provided to families during our summer orientation sessions to encourage this partnership for excellence and ensure our mutual expectations are clearly stated prior to the school year.

Accessibility

All courses and student activities at The Forge School are available without discrimination to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the Americans with Disabilities Act. Whenever an individual with disabilities selects a course or an activity for participation, that activity, if inaccessible, will be relocated to an accessible area without delay. In no instance will the relocation of the activity be delayed beyond two (2) school days. The Executive Director is responsible for implementing this policy by relocating programs within the building.

Community

Students are expected to demonstrate respect for themselves, for our neighboring buildings and businesses, and for The Forge School community at all times, including travel to and from school. Access to the school building is designated by the Executive Director and all who enter/exit shall abide by all access rules. For their own safety, students are expected to use caution when approaching the building, to use sidewalks and crosswalks, and should not walk through the parking lot at the back of the building or cut across traffic.

The school building will be open from 7:30am to 5:00pm Monday through Friday. Breakfast is available in the cafeteria until 7:45 am daily. Students who stay after school must work in a designated area and with permission of a teacher. Students who are waiting for rides at the end of the school day will be required to remain in the lobby until their ride arrives. Families should make arrangements for students to be picked up at a safe and public location near the school when transportation from school is after the close of the building. The Forge School is not responsible for students who are not picked up by the time the school building closes. Students are not allowed to leave and re-enter the school building freely at any time during the school day. This includes the hours before and after school.

Security & Safety

Security
Anyone entering our front doors during active school hours must stop in the office to pick up a visitor name tag. If you are volunteering in the school, regardless of the time of day, you must be wearing a visitor's name tag.

Safety of Students
Students shall be supervised during the entire time they are on the school premises during the school day and for school activities. Throughout the school year all students will engage in safety drills to maintain their safety.

Grading Policies

At The Forge School, we believe the purpose of a course grade is to indicate the cumulative level of academic mastery the student reached by the end of the course. The purpose of assessment is feedback. While summative assessments provide feedback as to whether a student has mastered a set of learning targets, formative assessments provide feedback as to whether a student is progressing toward mastery. Students should be formatively assessed on a continuous basis, as well as receive descriptive and timely feedback from teachers and peers. Formative assessments and feedback will help students build understanding and make connections, such that students will feel prepared and confident to perform summative assessments.

At The Forge, Grade Point Averages ("GPA"), will be consistent with Tennessee State Board Rule 3.301. The Grade Point Averages will be calculated on a 4.0 scale using the following grade points and the uniform grading system as a part of the State Policy:

A: 90-100%, 4 Points
B: 80-89%, 3 Points

C: 70-79%, 2 Points
D: 60-69%, 1 Point
F: 59% and lower, 0 Points

To calculate the GPA, for each course, you will multiple the GPA by the number of course credits. Then, you'll add the quality points earned for all of your graded courses and divide by the number of credits attempted. Students who take dual enrollment courses will experience the addition of 4 percentage points used to calculate the semester average. Students who take Advanced Placement courses will have 5 percentage points added to calculate the semester average.

Additionally, consistent with the State of Tennessee are the following:

- Rounding: If a student earns a GPA with a decimal of 0.5 or higher, it will be rounded to the next whole number.
- Repeated Courses: If a course is repeated, the last grade assigned will be used to calculate GPA.

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistakes, fraud, bad faith, or incompetence the grade shall be final.

Teachers will store all grades in PowerSchool. Once grades are reported for a grading period, they may not be changed without permission of the principal. Teachers wishing to change a student's grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)

The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course.

Approach to Grading Assignments
Teachers will determine which assignments count for a grade and record the grades in PowerSchool. Each student should have at least one grade per week, and the grades should count towards the different weighted categories.

Statement on Student Diversity

The Forge School believes that all students contribute unique gifts and talents to our community. We affirm the strengths of diverse learners and offer learning experiences that allow students to build on these strengths. The Forge's approach to hands-on learning, and real-world experiences is really to provide exposure to all learners and ensure equitable access to high-demand careers. The Forge uses research-based, data-informed intervention programs to identify and support students across a variety of special populations - including students with disabilities, English Language Learners (ELLs), and intellectually gifted students - as well as students who are academically at risk. We are committed to supporting all students to feel welcomed and successful in our program and ensuring each of these students is prepared for a career in architecture, construction, and engineering.

Student Supports

Response to Intervention

We will implement Tennessee's RtI2 framework to identify and support students who are at-risk of academic failure to ensure that they receive effective interventions that close gaps, bring them to grade level, and allow them to gain proficiency in core ACE pathways. An effective RtI2 program will ensure that our students are able to realize their path to an ACE Career. In alignment with the TDOE's framework guidance, we will implement a robust Early Warning Indicator system, the data from which will inform tiered interventions as described below:

- Tier 1 – All Students: All students will receive high-quality, rigorous, standards-based core instruction, which will be delivered using research-based techniques and strategies. On-going data analysis will be an embedded practice and will inform the provision of Tier 1 instruction, including creating small groups of students, incorporating Universal Design for Learning strategies, providing scaffolded instruction, deciding on instructional approaches, and informing reteaching plans. According to research, effective Tier 1 instruction generally meets the needs of 80-85% of students.
- Tier 2 – Some Students: In addition to receiving Tier 1 core instruction, students identified as needing additional support and being at-risk of academic failure will receive Tier 2 intervention through push-in and/or pull-out small-group support. Generally, between 10-15% of students require Tier 2 support.
- Tier 3 – Few Students: Students who do not demonstrate sufficient progress after receiving Tier 2 intervention will be provided with more intensive Tier intervention, which will be provided to students individually in conjunction with Tier 1 core instruction.

Enrichment

Like students who need intervention support, students who require enrichment will use the time embedded in schedules for learning. Additionally, our schedule will afford students ample opportunity to take rigorous, college-level courses. As discussed, students can take dual-enrollment courses, which will provide students with an array of enrichment opportunities. Students will participate in dual enrollment on campus and virtually, depending on the courses taken.

Attendance Policy

The Forge School strongly believes that attendance is crucial to educating students. Consistent attendance improves the ability of students to learn and better prepares students for successful employment in the Architecture, Construction, and Engineering professions.

Pursuant to Tennessee Education Law, § 3205(1)(a), In each school district of the state and in each charter school, "each minor from six to sixteen years of age shall attend upon full time Instruction."

Definitions:
For purposes of this attendance policy, the following definitions apply:

- Excused Absences/Tardiness - all absences/tardies are unexcused except for medical appointments with a note, death in the immediate family, funerals, family emergency (to be approved by the Executive Director), participating in a religious observance or holiday of their faith, attending a verified legal court obligation, suspension days, illness or injury (Medical Providers note to be received within three (3) days of the absence), an acute or chronic illness, participating in an approved activity, or participating in a college visit (prior approval required). Parent/guardian or student (if over the age of 18) must notify The Forge School via phone stating the specific reason for the absence and provide the appropriate justification and/or documentation. Please note that a parent phone call does not constitute an excused absence.

- A phone call is a notification of the absence. Please refer to the excused absence list above for permissible forms of excused absences.
- Family Travel/Vacation - Days missed due to family travel or vacations are unexcused absences. The Forge School strongly discourages planning family travel or vacation over school days.
- Guardian(s) - the legal guardian(s) of the student.
- Justification - documentation that demonstrates a student's absence or student's tardiness occurred due to a permissible reason; justification includes, but is not limited to, a parent note, legal documents, a newspaper clipping or obituary demonstrating the necessity of student's attendance at a funeral, a medical note prepared by a licensed Medical Provider.
- Medical Appointments - A student's unexcused absences or tardy presentation greatly inhibits that specific individual's education as well as the class. To avoid unnecessary disruption, medical appointments should be scheduled outside of school hours, to the best extent possible.
- Student - the individual enrolled at The Forge School.
- Tardy - a student who is late to class without justification.
- Truancy Behavior Referral - a mailed notification to the student or student' parent/guardians (dependent upon the age of the student) to advise that the student has either been absent or tardy and further requests participation in a conference in an effort to reduce future unexcused absences/ tardy attendance.
- Truant - a student who willfully and habitually absents himself or herself from attending school.
- Unexcused Absence - an absence from a school day without appropriate justification.

The Forge School Intervention – Unexcused Absences

The Forge School will make reasonable efforts to work with families to ensure that students are successful in school by notifying families of attendance/tardy issues in a timely manner.

- The Forge School will contact the family/guardian when a student has an unexcused absence. If a student is over 18 years of age and has not informed the school of his/her absence that day, the student will be called.
- The Forge School will notify parents/guardian(s) or the student (if over the age of 18) in writing when a student has two (2) or more unexcused absences in any given month.
- A written truancy behavioral referral will be issued by mail upon a student's fifth (5) unexcused absence in a given semester, advising the parent/guardian(s) and student of the need to develop a truancy behavior plan. The parent/guardian(s), the student, and The Forge School will meet to devise a written truancy behavior plan for the student outlining the cause for the behavior and the positive plan for addressing the same.
- For each unexcused absence following the truancy behavioral referral The Forge School will notify the parent/guardian(s) or student (dependent upon the age of the student)
- Any student who has fifteen (15) unexcused absences in any given semester will be considered truant and may be referred to the Juvenile Services Probation Department. A student is considered chronically absent at eighteen (18) days. Parent/Guardian(s) or the student (if over the age of 18) will receive a copy of the truancy referral by mail.
- After seven (7) consecutive absent days with no contact with guardian(s) or student (if over the age of 18), The Forge School will attempt to contact, by phone, all emergency contacts listed on the student's emergency contact form in an attempt to reach the parent/guardian(s) or student (if over the age of 18).

The Forge School Intervention – Tardiness

- The Forge School will notify parents/guardian(s) or the student (if over the age of 18) in writing when a student has three (3) or more unexcused tardy attendances in any given month.
- Five (5) unexcused tardy attendances in any given month will result in a truancy behavioral referral.
- A written truancy behavioral referral will be issued by mail upon a student's fifth unexcused tardy attendance in a given semester advising the parent/guardian(s) and student of the need to develop a truancy behavior plan. The parent/guardian(s), the student, and The Forge School

will meet to devise a written truancy behavior plan for the student outlining the cause for the behavior and the positive plan for addressing the same.
- For each unexcused tardy attendance following the truancy behavioral referral,
- The Forge School will notify the parent/guardian(s) or student (dependent upon the age of the student)
- Any student who has fifteen (15) unexcused tardy attendances in any given semester will be considered truant and may be referred to the Juvenile Services Probation Department.
- A student is considered chronically absent at eighteen (18) days.
- Guardian(s) or the student (if over the age of 18) will receive a copy of the truancy court referral by mail.

McKinney Vento

The Tennessee Homeless Education Program provides support to ensure that homeless children and youth who live in temporary housing have equal access to the same free, appropriate, public education - including public preschool - provided to other Tennessee children, with the opportunity to meet the same challenging state content and student performance standards.

- Some examples of temporary housing include:
    - Sharing the housing of others due to loss of housing, economic hardship or other similar reason,
    - Living in motels, hotels, trailer parks, camping grounds,
    - Living in emergency or transitional shelters,
    - Abandoned in hospitals,
    - Living in a public or private place not designed for sleeping,
    - Living in cars, parks, abandoned buildings, bus or train stations, etc.
    - Migratory living in circumstances described above
- The Forge School has a liaison whose duties include the removal of barriers to the enrollment, attendance and success of homeless children and youth in school. Reach out to your student's Executive Director to be connected with the McKinney Vento liaison for your school.

Nurse Visits

Students who need to visit the Nurse at any time must obtain permission from their classroom Teacher. If a student is with the Nurse after the change of class, the Nurse must provide the student with a new hall pass in order for the student to return to class. The Nurse is to maintain a time log of all incoming and outgoing students. The Nurse must notify the Main Office when they have a student so attendance can be reconciled accordingly.

Social Worker or School Counselor Visit

Students who need to visit the school's Social Worker during class time must obtain permission from their classroom Teacher. The classroom Teacher will call the Social Worker to ensure their availability. Due to the nature of this role, students are not allowed to drop by to see if the Social Workers are available. If a student is with the Social Worker after the change of class, the Social Worker must provide the student with a new hall pass in order for the student to return to class. The Social Worker is to maintain a time log of all incoming and outgoing students. The School Social Worker or School Counselor must notify the Main Office when they have a student attendance can be reconciled accordingly.

Uniform Policy and Dress Code

The uniform requirement balances the rights of expression of the individual with The Forge School's goal of developing a professional student body. Appropriate dress is expected. Clothing that promotes or portrays violence, offensive language, drugs or alcohol is not allowed. Sleepwear, pajama bottoms or slippers will not be worn in school. Clothing, for both males and females, that is revealing is not allowed. Muscle shirts, halter tops, or shirts that expose the midriff will not be allowed; skimpy or cut pants or shorts will not be allowed.

Should there be a specific set of attire needed for coursework, The Forge School will reach out to students and families in a timely manner.

Accessories:
Fashion items, including large jewelry, are not permitted as they are not professional and distract from the learning environment.

Footwear:
"Fashionable" footwear presents a health and safety risk, and the student would be in violation of healthcare workplace dress codes. Rain or snow boots may be worn only in inclement weather; fashion boots are not allowed under this dress code policy.

Hats/Hair Accessories:
Bandanas, turbans, bonnets, baseball caps, and do-rags are not permitted, other than for religious or health reasons. All headwear (other than for religious or health reasons) must be removed prior to entering the building. Hard hats, or protective gear will be allowed in alignment for the coursework. No scarfs are to be worn around the neck or otherwise when wearing scrub/school uniforms. Explicit, illegal, or inappropriate graphic content on clothing of any kind is prohibited in the school building at all times. Coats are not to be worn in class or while moving about the building.

Violation of this policy:
Students whose clothing does not meet school requirements will not be allowed in class; students will be asked to correct any dress code violations by changing, contacting family t have appropriate clothing brought to them, or accessing The Forge School uniform supply.

School Announcements, Weather Delays, and Early Closing

In the event of a weather or other emergency conditions that would necessitate the cancellation and/or a delay in the opening of school, the following procedures will be in effect.

- Media Announcements: Notifications about school closures will be provided to various Nashville area media outlets. The school will provide a listing of these outlets on its website.
- Early Closing of Schools: If schools need to be closed before the end of the normal school day, notice will be given over the media outlets mentioned above. Parents/Guardians are urged to make the necessary plans should no adult be home.
- An automated phone system is also utilized by the school district to communicate a recorded message by phone to the number on record at the school.
- Email notification will also be sent via the students' The Forge School email account and the parent/guardian email on record with the school.

School Phones and Intercoms

Students are not permitted to use the classroom telephones or intercom system for any reason.

Student Owned Cell Phones and Other Electronic Devices

Use of electronic devices can be disruptive to the learning process. Students are not permitted to use cell phones, tablets, computers, or other electronic devices ("electronic devices") during academic classes or school activities without specific faculty approval. This includes use on school property, in school vehicles, and at school sponsored events. Students will receive a school-issued computer and may not bring personal laptops, iPads, computers to school.

Students are not permitted to use cell phones during academic classes or activities. Students are permitted phone usage between classes and during their designated lunch break.

Students disrupting learning through cell phone or other technology use are not displaying appropriate professional behaviors. Inappropriate behaviors will be managed, tracked and counseled as per school policy. Students who are using technology inappropriately will be told to lock the devices away and/or may be asked to give their device to the faculty member for the remainder of the day. Repeated violations of policy may result in confiscation of devices until a parent/guardian comes to school for a meeting to retrieve the device. This policy also applies to all electronic devices, including but not limited to cell phones, earphones, laptop computers, gaming devices, tablets, iPads, etc. Misuse of any device is not allowed.

In case of emergency, family members are asked to contact their child by calling the school and are encouraged NOT to text or phone their child on his/her personal cell phone. Students who choose to take electronic devices to school do so at their own risk. The Forge School assumes no responsibility, financial or otherwise, for lost, confiscated, damaged, or stolen electronic devices.

The Forge School reserves the right to intercept, access, monitor, copy, review, or download any communications or files that are sent, received, or stored on its network or on any The Forge School-owned device.

The use of electronic devices for illegal or unethical actions is strictly prohibited. All illegal activities such as transmission of any material in violation of any federal or state laws or regulations are prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets. Students are not permitted to take images or video within the school building without prior permission from the Executive Director.

At no time are students allowed to record or photograph any Teacher or student without their permission. Any form of electronic or cyber-bullying will not be tolerated.

Internet Acceptable Use Policy

The use of the Internet has been provided to the faculty and students as an educational tool and must be used for The Forge School-related purposes only. The Forge School reserves the right to intercept, access, monitor, copy, review, or download any communications or files that are sent, received, or stored on its network. Students are cautioned not to open any attachments sent from unfamiliar email addresses, and they should report all such emails to the system administrator as soon as feasible. Only software authorized by The Forge School may be used on The Forge School computers. The use of the internet for illegal, commercial, or unethical actions is strictly prohibited. All illegal activities such as transmission of any material in violation of any U.S. federal or state regulations are prohibited. This includes, but is not limited to copyrighted material, threatening or obscene material, or material protected by trade secrets.

The Forge School computers shall not be used to access social media sites. Any form of digital or electronic bullying will be addressed. All students will sign an Internet Acceptable Use Student User Agreement prior to using The Forge School computers.

Violations of this Policy or Contract may result in discipline, as well as referral to civil and/or criminal authorities for further legal action.

Smoking

Tennessee State law requires that schools be smoke free. The Forge School is a healthy community and a smoke free campus. Smoking is prohibited in and around the school. E-Cigarettes, vaporizing devices or other devices used to inhale substances are included under the no smoking policy and are not allowed in school.

Behavior Expectations

All members of The Forge School community are expected to demonstrate respect for themselves and for all others; including faculty, staff, fellow students, visitors, and members of the greater community. As members of a diverse learning community, we embrace differences and celebrate our commonalities and do not tolerate bullying, racially offensive, sexually offensive, or improper language or actions. We understand that behaviors that detract and disrupt the educational process harm everyone. We respect the privacy and property of others and encourage respect and professionalism within our community in face-to-face communication and through social media.

Social Media

For the purposes of this policy, "social media" is defined as any form of online publication or site that allows interactive communication, including but not limited to, social networks, blogs, photo and video sharing platforms (such as, but not limited to, Facebook, YouTube, Instagram, Snapchat, TikTok or X), as well as email and texting. This policy is intended to be interpreted in conjunction with the student-owned Electronic Devices and Internet Acceptable Use policies. Parents/guardians are encouraged to monitor and, if necessary, limit the use of social media.

Excessive use of social media sites and a preoccupation with these forms of communication distracts students from their studies, limits authentic interactions, promotes unauthorized use of electronics during the school day and, when used inappropriately, has been determined to be the cause of student and peer conflicts. Neither current nor prospective students should attempt to contact or be compelled to connect with any member of The Forge School faculty or staff on their personal social media accounts. Students are prohibited from using The Forge School computers, devices, or networks to access social media accounts without specific approval from a faculty member. Such access may be granted for school or educational purposes only. When accessing social media under these circumstances, students shall have no expectation of privacy, and The Forge School reserves the right to intercept, access, monitor, copy, review, or download any communications or files that are sent, received, or stored on its Network, or on any The Forge School-owned device.

Students must be thoughtful and respectful when sharing information on social media, and all information posted by students must comply with The Forge School and legally mandated policies and procedures, including policies concerning bullying. Students who are found to be using school devices to access inappropriate, illegal, explicit content will forfeit the opportunity to use such technology and will have access to school computers on a restricted and highly supervised basis only during class time.

Vandalism / Defacement of Property

Students demonstrate self-respect by respecting the property of others, including our campus and neighborhood. Vandalism /defacement of any kind such as: writing in school textbooks, writing on or carving into desks or walls, breaking/damaging walls or furniture, and spray- painting (graffiti) will not be tolerated. Vandalizing school or local property will result in disciplinary action.

Academic Dishonesty/Plagiarism

All members of The Forge School are responsible to uphold the academic integrity policy and support the pursuit of scholarship. Students apply to The Forge School to pursue a career in Architecture, Construction or Engineering however, our goal is to educate the whole student and support the development of young professionals. This Academic Integrity Policy is intended to support and ensure a culture of trust, equity, and respect.

Educator & Administrator Protocol for Violation of Academic Integrity Policy

When a teacher finds reason to believe a student or group of students has violated the academic honesty policy, the following steps will be taken:

- The Teacher will discuss their concern with the student.
- The Teacher will refer, in writing, the information they have to the Executive Director via the Student Information System's behavioral referral.
- The Executive Director and the Teacher will confer.
- If they conclude that a violation in the Academic Integrity Policy has occurred, the Teacher will notify parent(s) and student(s).
- First offense will result in a disciplinary referral/written warning and the student will have to make up the work with the teacher.
- Any further or future incidents where a student is found guilty of violating the
- Academic Integrity policy in any school year and on any schoolwork/assessment will receive a zero for the work and may be subject to additional disciplinary action including in-school and/or out-of-school suspension
- The student will be excluded from the award honor roll status for that school year only.

Theft/Possession of Stolen Property

A student may not, without permission by the owner or custodian of the property, take property nor have in their possession any property that does not belong to them. Theft may result in disciplinary actions and/or referral to criminal authorities for further legal action.

Creation of an Unsafe Environment

Students who create an unsafe environment by pulling fire alarms, setting off fire extinguishers, smoking inside the school building, inciting others to unruly behavior, misbehaving on buses, leaving school grounds without permission, or engaging in other destabilizing behaviors create an unsafe environment and are subject to disciplinary action and/or referral to criminal authorities for further legal action.

Discipline Policy

I. Introduction

The Forge School is committed to creating a safe, positive, and supportive learning environment for all students. This discipline policy outlines the expectations for student behavior, the procedures for addressing misbehavior, and the consequences for violating school rules. This policy is designed to promote student success, foster responsible citizenship, and ensure that all students have the opportunity to learn. This policy is aligned with the mission of The Forge School, emphasizing career readiness in Architecture, Construction, and Engineering through Project-Based Learning, and is committed to the principles of Positive Behavioral Interventions and Supports ("PBIS") and restorative practices.

The Forge School's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

II. Foundational Principles

A. **Mission Alignment:** This discipline policy supports the school's mission by promoting a culture of respect, responsibility, and collaboration, which are essential for success in ACE fields and in life.
B. **Positive Behavioral Interventions and Supports ("PBIS"):** The Forge School implements a PBIS Framework. This approach emphasizes teaching expected behaviors, providing positive reinforcement, and using a tiered system of support to address behaviors.
C. **Restorative Practices:** The Forge School is committed to restorative practices, which focus on repairing harm, building relationships, and promoting accountability. These practices will be used to address conflict and promote a positive school climate.
D. **Equity and Fairness:** All students will be treated with respect and dignity. Disciplinary actions will be administered fairly and equitably, considering the individual circumstances of each situation.

III. Expected Student Behaviors

Students at The Forge School are expected to demonstrate respect for themselves, others, and the school environment. This includes, but is not limited to, being prepared for learning, participating constructively in class, using respectful language, following directions from staff, and maintaining a safe and orderly environment. Specific expectations will be communicated and taught within the classroom and in other school settings.

Behavior Expectation Guidelines
Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. Staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual.

Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

IV. Consequences

Behavior Management Cycle:
Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/ guardians, detention during and after school hours, use of alternative educational environments, alternatives to suspension, suspension and expulsion.

Corporal Punishment
Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Restraint/Isolation
There may be times when a The Forge employee may need to use physical contact with a student. The Forge School provides strict guidelines and substantial training. This should only be done for reasons for disengaging from risk behavior and least restrictive defense of another. Any action done for these reasons must be:

- When an individual poses a significant risk to self
- When an individual poses a significant risk to others.
- When an individual causes damage to property that may result in significant risk of
- harm to self or others.

Resorting to physical contact to protect oneself or another and/or regain/maintain order must be a last resort after all other reasonable means have been exhausted. Restraint and/or isolation of special education students are governed by relevant TN state law.

Progressive Discipline
The school uses a progressive discipline approach. This means that responses to misbehavior will range from minor interventions for first offenses to more significant consequences for repeated or severe violations.

Examples of Interventions:

Minor Infractions	Major Offenses	Serious Violations
• Verbal Warning • Redirection • Teacher-student conference • Detention • Parent Contract	• Parent Conference • Behavior Contract • Restorative conversation or mediation • In-School Suspension • Short-term Suspension (up to 3-days	• Long-term suspension (more than 3-days) • Recommendation for expulsion • Notification of law enforcement

Suspension & Expulsion
Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action.

Suspension Processes
Suspension: Suspension is the temporary removal of a student from the student's regular school program for up to ten (10) days.

Authority to Suspend
Any principal of any public school in this state is authorized to suspend a pupil from attendance at the school, including its sponsored activities, or from riding a school bus, for good and sufficient reasons. Good and sufficient reasons for suspension include, but are not limited to, the actions listed below in the "Grounds for Suspension" section of this handbook. The Forge principals will confer with the Executive Director on suspensions.

Jurisdiction
A student may be suspended or expelled for prohibited misconduct if the act is:

1. related to a The Forge school activity,
2. school attendance occurring at a The Forge school or at any other school, or
3. at The Forge school's sponsored event.

Suspension Alternatives
The principal (or designee) may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and anger management programs for students subject to suspension or expulsion. An additional alternative may be community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours.

Procedures in Cases Requiring Suspension
In addition to the above list of serious violations, the principal has the authority to suspend a student for a period of up to five (5) school days to further investigate an incident or because of an emergency constituting endangerment to health or safety of students or staff.

Incident Investigation
The principal or principal's designee investigates the incident and determines whether or not it merits suspension.

Determination of Length of Suspension
The principal (or designee) determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans.

Examples of Offenses and Consequences:

	Disrespect	Disruption	Fighting	Theft	Weapons
Definition	Failure to show courtesy or consideration for others, including verbal or non-verbal disrespect, defiance, or insubordination.	Behavior that interferes with the learning environment, including talking out of turn, excessive noise, or preventing others from learning.	Physical altercation between two or more students.	Taking property that belongs to someone else without permission. :	Possession of a firearm, knife, or other weapon as defined by Tennessee state law on school property, at a school-sponsored event, or on a school bus.
Minor	Verbal Warning	Redirection, loss of privileges			
Major	Parent Conference, Suspension	Parent conference, Suspension	Suspension, restorative intervention	Suspension, restorative intervention	Expulsion

Legal Notifications
Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms or aggravated assault against school personnel which may have violated Tennessee Code Annotated 49-6-3401. Upon reporting such an incident, the principal will secure a written copy of the police report or report number, and a copy of that report shall be placed in the private student files.

Suspension Conference
Suspension shall be preceded by a conference conducted by the principal with the student and his or her parent(s) and, whenever practical, the teacher, supervisor or school employee who referred the student to the principal.

Notice of Suspension
The principal must complete a The Forge Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Forge Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. A copy of this form is stored in the online discipline system. Suspension notices should not be placed in the student's cumulative file.

Credit During Suspension
A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days; the student was absent on suspension.

Behavior Improvement Plan
The principal shall develop and implement a behavior support plan for improving the behavior of any student who has been suspended for more than once or for more than five (5) days.

Special Education Considerations
Students with disabilities have special protections provided through law against unilateral suspension and expulsion. While certain levels of behavior are expected of special education students, disabling conditions may impact the student's amnesty. It is imperative that school personnel be aware of which students are classified as disabled under IDEA or Section 504. A student with a disability shall not be unilaterally removed from school for more than 10 days before a Manifestation Determination is convened to determine whether the student's offense was caused by his/her disability. When there is no relationship between a child's behavior and his/her disability, the student can be suspended or expelled according to normal school policy; however, educational services are continued to the extent required.

Suspending Students with Disabilities Protocol
1. The student has demonstrated some type of rule infraction.
2. IEP team meets and determines if the behavior is a manifestation of the student's disability:
3. The IEP team reviews all relevant information supplied by the parents of the child, the child's IEP and placement and determines:
    a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.
    b. or if the conduct in question was the direct result of the local education agency's failure to implement the IEP.
    c. or is the student a danger to himself and/or others?

4. If "Yes", reach an agreement with parents through the IEP Team meeting or seek an injunction from the federal district court.
5. School personnel may remove a student to an interim alternative educational setting for no more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability in cases where a child:
    a. Carries or possesses a weapon to or at school, on school premises, or at a school function.
    b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function, OR
    c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
6. If the IEP team determines that the offense is a manifestation of the student's disability, the student may not be suspended.
7. The student could be placed in a setting which more appropriately accommodates his/her needs.
8. The behavior problems should be addressed through the goals and objectives of the IEP and/or behavior plan
9. If the IEP team determines that the offense is not a manifestation of the student's disability, the student may be suspended. The school may suspend, but educational services must continue.

Appeals Process

A student or the student's parents' guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses. Appeals must be made first in writing at the school level and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.

After appeal at the school level, if further appeal is desired, the appeal should be made to The Forge Board of Directors and should be directed to the Executive Director for resolution with a written response within fifteen (15) school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

Expulsion Process

We will follow all Disciplinary Hearing Authority Procedures as outlined by the Tennessee State Board of Education in State Board LEA Policy 6317, including procedures for expulsion (removal of a student from the student's regular school program for eleven (11) or more days).

Zero Tolerance

In accordance with Tennessee State Law, in order to assure a safe and secure learning environment free of drugs, violence, and dangerous weapons, any student who engages in the following behaviors may be subject to expulsion for a period of not less than one (1) calendar year.

1. Unauthorized possession of a firearm on a school bus, on school property or to any school event or activity
2. Being under the influence of a drug; or possessing a drug or drug paraphernalia
3. Committing aggravated assault of a teacher, principal, administrator, and other employees of the district or network office
4. Making a threat of mass violence

The following behaviors are also considered serious infractions and may lead to immediate suspension and/or expulsion.

1. Violence or threatened violence against the person or property of any personnel or

2. any student attending or assigned to any school.
3. Possession of a pistol, gun or firearm on school property.
4. Possession of a knife or other weapons, etc. as defined in TCA 39-6-170, on school property.
5. Willful or malicious damage to the theft of real or personal property of the school or the property of any person attending or assigned to the school.
6. Unlawful use or possession of barbital or legend drugs as defined in TCA 53-10-101.
7. Unlawful use or possession of alcohol; The sale or distribution of drugs and alcohol.
8. Assault or battery on school employees; (this includes physical and explicit verbal assault)
9. Willful and persistent violation of the rules of the school or truancy (with prior unsuccessful interventions)

Prerequisites to Expulsion

Prior to expelling a student, the principal must hold an informal conference with the student to:

- Notify the student of the accusations against him/her.
- Allow the student to relate his/her version of the incident; Give the student a short-term suspension; and
- Notify the student that the case is pending review for expulsion.

If the principal determines the student's conduct warrants expulsion, the person must send the case before the Hearing Panel.

Hearing Panel

The Hearing Panel reviews the case, including supporting documents and witnesses. The Hearing Panel makes a determination to apply an expulsion or recommend a different response. Following the hearing on expulsion, the Executive Director will notify the student and the student's parents/guardians within 24 hours in writing of the decision.

The decision shall specify:

- The length of the expulsion, if any OR the recommendation of a different response, if necessary.
- Assignment to an alternative school, if applicable.
- When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and the right to appeal the decision

Notification of Parents/Guardians

The Forge must immediately notify the student's parents/guardians about the Hearing Panel decision, the grounds for the decision, and if the expulsion is applied, the time and place for the student to report. If the expulsion is applied:

- The Forge shall immediately give written or actual notice to any state authority, as applicable.
- The Forge shall also immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to expel.
-

All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student or any person holding a teaching license who is employed by The Forge School if requested by the student. The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Legal Notifications

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Tennessee Law. Upon reporting such an incident, the principal or designee will secure a written copy

of the police report, and a copy of that report shall be placed in the private student files held separately from the cumulative file.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Tennessee law. Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate TN Code, relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken.

Note: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse.

Discrimination

The Forge School does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes.

TITLE IX Notice of Non-Discrimination
The Forge School is in compliance with the U.S. Civil Rights Act of 1964 and the Title IX Educational Amendments of 1972, Park 86. The school district does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age or disability in its programs and activities. The Title IX Coordinator works collaboratively with school administrators to ensure compliance with Title IX by providing support through investigations and trainings to investigate, stop, prevent, and remedy sex/gender-based discrimination, sex/gender- based harassment, sexual harassment, sexual misconduct, and retaliation. For additional information, please reach out to the Executive Director.

For complaints, please contact the Executive Director, Sara Tuttle (sara.tuttle@theforgeschool.org).

Anti-Bullying & Harassment

Students are expected to respect and protect the dignity and worth of each individual without regard to race, gender, gender identity, gender expression, sexual orientation, color, national or ethnic origin, disability or religious persuasion. Bullying, including cyber- bullying, discrimination, harassment or hazing of students is strictly prohibited. A person who bullies or harasses another person, including another student, staff member or family member of a student, may be subject to disciplinary action up to and including expulsion.

The Forge School supports and provides a learning environment that is free from any type of harassment, bullying, intimidation, or cyberbullying. Harassment of any student or staff member by another student or staff member is prohibited. This type of misconduct is prohibited and students and

staff members who engage in any of the aforementioned are subject to disciplinary action. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Definition of Harassment, Intimidation, Bullying or Cyberbullying

(T.C.A. § 49-6-1015) Tennessee law defines "harassment, intimidation, bullying or cyberbullying" as acts that substantially interfere with a student's educational benefits, educational opportunities, or educational performance, and:

If the act takes place on school grounds, at any school-sponsored activity, on school- provided equipment or transportation, the act has the effect of:

- Physically harming a student or damaging a student's property
- Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property.
- Causing emotional stress to a student or students.
- Creating a hostile educational environment; OR
- If the act takes place off school property or outside of a school-sponsored activity, it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Cyber-Bullying

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking platforms including, but not limited to Snapchat, Facebook, Instagram, and X, etc.

Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.

Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
- Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
- Such conduct has the purpose of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

Reporting Harassment

Alleged victims of harassment, intimidation, bullying, or their parents or guardians shall report these incidents immediately to the principal. Any reports made to staff should be
forwarded to the principal immediately but no later than 24 hours of the expressed concern. Anonymous reports may be made, however, disciplinary action may not be based solely on an anonymous report. Any complaints of harassment, intimidation or bullying should include the following information:

1. Identity of the alleged victim and the person accused.
2. Location, date, time and circumstances surrounding the alleged incident.
3. Description of what happened.
4. Identity of witnesses; and
5. Any other evidence available.

Retaliation Prohibited

There will be no retaliation against any person who reports harassment, intimidation, bullying or cyberbullying or participates in an investigation. However, false accusations accusing another person of having committed an act are prohibited. A person who falsely accuses another person may be subject to disciplinary action up to and including expulsion.

Responsibility of the School

It is the responsibility of the school to:

- Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance.
- Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement.
- Remain watchful for conditions that create or may lead to a hostile or offensive school environment.
- Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.
- Investigate any allegations of bullying and report them in PowerSchool
- Offer families a safety transfer to the victim if the bullying allegation is substantiated

Responsibility of the Student

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment.
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing.
3. Consider immediately informing anyone harassing him her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the principal.
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

OTHER

Child Abuse & Neglect

As required by state law, school officials, personnel, employees or board members who have knowledge or reasonable suspicion of child sexual abuse, child abuse or child neglect will report such knowledge or suspicion to the Department of Children's Services and/or to appropriate law enforcement officials. Such reports involving child sexual abuse that is known or suspected to have occurred on school grounds or while the child was under the supervision or care of the school will also be reported to the parent(s) or guardian(s) of the student.

Visits from the Department of Human Services are to be expected. Full cooperation should be afforded to the Department representative after proper credentials are presented.

Family Educational Rights to Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write to the principal to clearly identify the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing with the Executive Director regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Forge School Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his/her expense ($0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

  Family Policy Compliance Office
  U.S. Department of Education 400 Maryland Avenue, SW
  Washington, DC 20202-5901

Health

Food Allergies

The Forge School recognizes that an allergy is an important condition affecting many school children and positively welcomes all pupils with allergies. In an effort to maintain a safe school environment for our students with life-threatening food and other allergies, The Forge asks all families whose children have documented food allergies to tell the school immediately.

Medicine Dispensing
Sometimes children get over the worst of an illness, are no longer contagious, but still require ongoing medicine prescribed by a doctor. In that event, you may bring the medicine to school, along with written instruction on dispensing the medicine. The principal or other office staff member will administer the medication. All prescription medicine must have a pharmacy label with your child's name and instructions as to dosage. We will not administer prescription medication without it. Non-prescription medicine must have a label attached, filled out by parent, with name, and instructions as to dosage. We will give out medications on an as-needed basis only. We strongly recommend that all morning medications be given at home prior to your child's arrival at school; only the lunchtime medications be given at school. At no time will we administer a dosage beyond what is prescribed or recommended on the label. Medicine must be brought to school by a parent or legal guardian and turned into the office to be locked up. The parent (or guardian) must sign a Medicine Release Form for medicine to be administered. This procedure must be followed anytime medicine is to be given.

Inclement Weather Policy

In the event of severe weather conditions or other emergencies, The Forge School will follow the decision of Metro-Nashville Public Schools regarding school closings, unless otherwise determined through communication from the school. Parents/guardians should listen to the radio, watch local TV stations, and expect to be contacted directly to learn the decision for a particular day. In the event schools are closed due to inclement weather or other calamity, all extracurricular activities scheduled for those days will be canceled or postponed.

Searches & inspections

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a school administrator who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. Illegally possessed items shall be confiscated and may be turned over to the police. Students found using or in possession of controlled substances will be recommended for expulsion.

Smoke-Free Environment

Students are not permitted to smoke or use tobacco products in school facilities or on school grounds, including inside vehicles on school property. The Forge School is a non-smoking area.
Students and adults are not permitted to vape in the school building or on school grounds. If a student is caught vaping or with a vape pen, the vape pen will be tested. Vaping nicotine will result in a suspension. A vape pen containing THC is considered a controlled substance and will result in an expulsion.

English Language Services

English Language Learners (ELL) are non-English language background students whose level of oral, reading, and written proficiency in English does not allow them to fully benefit from the curriculum and creates difficulty in the regular classroom curriculum without specially designed modifications. ELL students have not yet met the definition of fluent English proficient (FEP). If the inability to understand, speak, read, or write the English language excludes a student from effective participation in the educational programs offered by the school, the school shall take appropriate action to rectify the

English language deficiency in order to provide the student equal access and participation in its programs. The school shall develop and periodically update a local plan for providing English as a Second Language (ESL) services for students whose native or dominant language is not English. The plan for implementation of appropriate instruction and ESL services for students who have limited English proficiency shall be in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education, and state, and federal law.

Homework

Parents are responsible for assisting their children to develop good study habits. Formal home-study is assigned to help students become self-reliant and self-directed. Assignments are designed to reinforce daily lessons, to supplement and enrich class work, and to prepare for certain lessons through various experiences.

Make-Up Work & Missing Assignments

In the event that a student misses an assignment (for any reason), the following action steps should be taken. Please note that assignments may be made up all the way until the last day of the grading period. Students should take the responsibility of finding out about their missing work by communicating with the teacher and/or reviewing PowerSchool. The teacher will provide the student an opportunity to complete the assignment(s).

Promotion & Retention

Advancement to the next grade s is based on a student's daily performance, test results, recommendations of teachers, and the student's ability to complete work successfully on a more advanced level. Special consideration for promotion and/or retention shall be given to students with special academic, social, and emotional needs.

Students are considered ready to graduate when they have met all of the requirements of the TN Department of Education, as outlined at https://www.tn.gov/education/families/graduation-requirements.html.

A student may be considered for retention if they earn a failing grade in two or more major subject areas and there is evidence that retention will improve their academic success. The principal may recommend the repetition of a grade, tutoring, or summer tutoring as a requirement for promotion when, after conferences with teachers and parents, it is believed that such action will better prepare the student academically or emotionally for the next grade. If a student is at risk for retention parents will be notified during the month of April at the latest.
Factors to be considered in the decision to promote or retain a student may include, but are not restricted to:

- Report card grades
- Current knowledge and skill level, as determined by formal and informal assessments
- Readiness to learn the knowledge and skills required at the next grade or course level
- Record of previous intervention
- Number of absences
- Previous retention
- Student conduct that may impact academic performance
- Extenuating circumstances that may have adversely affected the student's participation in either the required instruction and/or assessments
- Expected benefits and risks of promotion or retention for the student

The Forge School will make every effort to identify students experiencing challenges meeting grade level expectations early in the school year. For students identified as needing additional support, an intervention plan will be developed and implemented in consultation with the parent/guardian. A student's parent/guardian will be involved in any discussion about potential retention well in advance of a decision being made.

If a student is retained, he/she will continue in the same grade level or content area for another term or school year. The student who is retained will also receive an individual learning plan specifying the intervention(s) and support(s) necessary to meet grade level or content area standards.

Retention of a Student with A Disability

Below are guidelines for schools to consider when determining if a student with a disability will be retained:

- Retention is a change of placement and must be an IEP team decision.
- The IEP team should consider the student's growth on IEP goals and the student's performance levels on cognitive assessments.

IEP teams should also consider the question: Will another year in the same grade lead to the student's ability to gain further access to and/or excel in the general education curriculum?
If no, retention is likely not appropriate for the student. If yes, retention may be appropriate for the student.

Reporting Student Progress

Communications with parents shall include, but not be limited to, progress reports, standardized testing results, teacher assessments, parent-teacher conferences and periodic performance reports. Report Cards are important tools for communication. Report Cards will be given four (4) times during the academic school year. Progress Reports will be given out each quarter at the halfway point. This will give students and parents the opportunity to receive feedback on a consistent basis.

Special Education

The Forge School will work to ensure that students with disabilities are provided a free appropriate public education (FAPE). It is our intent to ensure that the instructional needs of all students are met. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current rules, regulations and minimum standards of the State Board of Education, and State, and federal law. Principals and teachers are responsible for providing an IEP or a 504 Plan for each disabled student and for adhering to all components of this policy. The Forge School will annually distribute and maintain a copy of "Procedural Safeguards" for all students with disabilities.

The Forge is expected to initiate actions that enable students with disabilities to become an accepted part of the student body and are treated with the same respect as regular students.
Students with disabilities have special protections provided through law against unilateral suspension. While certain levels of behavior are expected of special education students, disabling conditions may impact the student's amnesty. It is imperative that parents notify school personnel if their child is classified as disabled under either IDEA or Section 504.

Referrals for Special Education

The Forge School serves all students, regardless of their disability, and provides Special Education services to students who are found eligible under the Individuals with Disabilities Education Act. Schools are obligated to provide a "free appropriate public education" (FAPE) in the least restrictive

environment (LRE). Referrals for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the regular instructional program, including referrals from student intervention teams, such as the Student Success Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized. As of July 1, 2014, in order for a student to be found eligible for Special Education services as a student with a specific learning disability (SLD), a student's response to intensive interventions in the general education setting must first be considered. Please contact the principal at your child's school for more information.

Special Education Complaints

An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file a complaint by contacting the Executive Director or the Learning and Language Support, Director, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing and assist the parent to put the complaint in writing, if needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent's Procedural Safeguards. The Learning and Language Support, Director will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student's special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be
scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.

If the complaint is not resolved by the Executive Director, the individual may contact Metro-Nashville Public Schools who will review the measures taken to address the complaint and contact the parent within 5 days of receipt of their complaint (tolled for school breaks in excess of 5 days). MNPS will discuss the Parent's Procedural Safeguards with the parent, which include the Informal Dispute Resolution process, state complaint procedures and due process procedures, as appropriate.

English Language Learners

Student Identification

Families will provide information regarding their student's language background during the registration process at The Forge. If the family indicates that a language other than English is spoken at home *and* if the family has not previously completed a Home Language Survey in another school or district, then The Forge will provide a Home Language Survey in English and in the family's preferred language.

Screener

The Forge will administer the ELPA21 Dynamic Screener to assess the student's current English proficiency levels. The Forge will use the results of the ELPA21 Dynamic screener to determine whether the student is eligible for English as a Second Language (ESL) services.

Eligibility

Students are considered eligible for ESL services if a student receives a score below 4 in any non-exempt domain, the student shall be identified as an EL student and receive a minimum of one (1) hour of ESL service each day from a teacher who holds an ESL endorsement unless the guardian chooses to waive Direct ESL Services.

If a student is found to be eligible for ESL services, The Forge will create an Individual Learning Plan (ILP) for the student which includes the student's English language proficiency placement test level, score reports, language goals, recommended ESL services, and strategies, accommodations, and modifications to be used in the general education classroom and on state assessments.[112] The ILP is developed and maintained by language specialists in each grade level and is updated annually to reflect the student's progress. The Forge will communicate the student's placement and qualifying services to the student's family.

Waivers: Families have the right to refuse placement in ESL programs; even if families waive participation in ESL services, content-area teachers will continue to provide accommodations or modifications as outlined in the student's ILP.

Accommodations

To avoid overidentification or misidentification, The Forge will provide required testing accommodations or modifications for students with IEPs or 504 Plans during the ELPA21 Dynamic screener. Additionally, the Alt ELPA21 Screener may be given to students who 1) are entering a TN school with an IEP where Alternate Assessment have been indicated; or 2) the Student is entering a TN school with no IEP, and there is a preponderance of evidence that the students has or may have significate cognitive disability including adaptive needs. If a student receives a score below a 3 in any non-exempt modality, they will qualify for entry to services.

Services

Per the Tennessee Department of Education,[113] ELLs will qualify for ESL services based on students' most recent ELPA21 Dynamic Screener results. Middle school students at ELPA21 Levels 1-3 will receive 1-2 hours of direct service from an ESL-endorsed teacher daily, while middle school students at ELPA21 Levels 4-5 will receive up to 1 hour of direct service daily. In addition to support in the general education classroom, ELLs may receive services during Forge Forum, or an alternate block depending on their level of need.

High school students in ELPA21 Levels 1-2 can apply 2.0 credits of English Language Development ELA courses to the 4.0 credits required English courses for graduation. Students entering The Forge's program between ELPA21 Levels 1-2 will enroll in English Language Development ELA courses until they reach ELPA21 Level 3 or until they have earned 2.0 credits before enrolling in English I, English II, or English III. Students can continue to enroll in English Language Development ELA courses on an elective basis after applying 2.0 credits toward the state graduation requirement.

The Forge uses Sheltered English Instruction (SEI) in general education classrooms to make grade-level academic content accessible to ELLs. The Forge uses English as the language of instruction and follows the Sheltered Instruction Observation Protocol (SIOP) model to guide Tier 1 instruction for ELLs. The SIOP model provides strategies for content-area teachers to help ELLs develop core academic language skills and participate equitably in disciplinary coursework, including but not limited to accelerated learning opportunities. Here are teh eight core instructional features of the SIOP model

COMPONENT	DESCRIPTION

[112] Tennessee Department of Education. (2018, November 9). *English as a second language manual.* https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf

[114] Echevarria, J., Vogt, M., & Short, D.J. (2000). *Making content comprehensible for English language learners: The SIOP model.* Allyn and Bacon.

Lesson Preparation	Teachers create content and language objectives, develop accessible classroom materials, and adapt academic content to support students at all levels of language acquisition.
Building Background	Teachers connect academic content to students' backgrounds and experiences, clarify the link between previous and new learning, and introduce and reinforce key vocabulary throughout the lesson.
Comprehensible Input	Teachers clearly present content so that it is understood by ELLs This may involve adapting speech for students' proficiency levels, providing directions in simple sentences, and using visuals, gestures, and modeling to support student understanding.
Strategies	Teachers make classroom content accessible by scaffolding the content, using a variety of question types, and teaching students how to use strategies to monitor and demonstrate their own understanding.
Interaction	Teachers promote student-to-student and student-to-teacher interactions through strategic groupings, in-class opportunities for collaboration and discussion, and using wait time for students to clarify their thinking and language when sharing ideas.
Practice & Application	Teachers incorporate hands-on activities and materials in the classroom to help students access and apply their learning and practice language across each domain (i.e. reading, writing, speaking, and listening).
Lesson Delivery	The lesson is designed to engage most students (90% - 100%), uses appropriate pacing, and is structured so that students master the language and content objectives.
Review & Assessment	Teachers provide regular feedback to students on their understanding of content and use of language. Teachers also review key vocabulary and key academic content throughout the lesson.

Testing

Students shall take a series of assessments to provide the state with information about the school's performance overall, as well as to the school to help educators diagnose student progress and develop interventions to improve student achievement. The results of such assessments shall be analyzed, reported, and discussed to determine next steps to facilitate student learning. The MAP assessment will be used three times per year to monitor the growth and achievement of each student. All students in grades 3-12 will take the state TN Ready assessment each spring.

Except for situations where the Tennessee General Assembly has specifically provided the right to opt-out, such as the family life curriculum, parents and/or students may not opt- out of state mandated content or instructional programs, including assessments.

State assessment as a percentage of final student grade. By law, student scores on the TCAP tests will comprise 15% of the student's final grade for the spring semester in the subject areas of mathematics, reading/language arts, science, and social studies (TCA 49-1-617). This will only occur if the assessment results are available at the end of the school year.

FERPA

The Forge School works to protect the confidentiality rights of all students. The Family Education Rights and Privacy Act of 1973 (FERPA) and the Child Protection Act of 2012 (CPA) were designed to protect personally identifiable information of minors. The Forge School adheres to these laws in its attempt to protect the privacy rights of all students. The Forge may release "directory information" at any point, unless parents opt out of having their child's information included. A FERPA opt out form may be obtained in the main office.

Photo Release Statement

Parents who object to permitting their child's picture to be taken or released must notify the school in writing. Occasionally, students may be photographed for publication or broadcast by the news media or school. In accordance with school policy and privacy laws, only "directory" type information will be given to identify students. – i.e.: first name, grade level, etc.

DIGITAL CITIZENSHIP POLICY

The following is a list of Strictly Prohibited Student Activities while using The Forges' electronic equipment (including computers, tablets or other devices), internet services, or during any remote learning session.

- Any action that violates the existing Forge School Student Handbook, board policy or public law.
- Bullying as defined in the Forge School' Student Handbook.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, harassing, demeaning, or sexually explicit materials.
- Use of anonymous and/or false communications to mislead, harm, bully or harass another person.
- Distributing personal information, for any reason, over the internet. This includes, but is not limited to, setting up internet accounts including those necessary for chat rooms, personal email, etc.
- Using Artificial Intelligence (AI) in a way which does not enhance productivity, efficiency, and student learning
- Using Artificial Intelligence (AI) in a way which does not comply with applicable law and respecting privacy, confidentiality, and data security.
- Participation in credit card fraud, electronic forgery, or other forms of illegal behavior.
- Use of chat rooms or services that simulate a chat room like environment, except in the presence of a Forge teacher.
- Illegal installation, downloading, or transmission of copyrighted materials.
- Vandalism (any malicious attempt to harm/destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment will not be allowed.
- Bypassing, or attempting to bypass, The Forge web filter through a VPN, web proxy, phone tethering, and any other means. This includes using search keywords that attempt to bypass filter blocks (example: searching for "u n b l o c k e d").
- Use of outside data disks or external accessories without prior approval.
- Spamming/sending mass or inappropriate emails or communications.
- Gaining access to other students' accounts, files, and/or data (with or without permission).
- Use of the school's internet/email accounts for financial/commercial gain or for illegal activity.
- Use of sites selling term papers, book reports & other forms of student work.
  Playing non-instructional internet/computer games.
- Changing computer settings.

If using the Forge device outside of a The Forge-provided network, use of websites and information that violate these procedures is prohibited.

Electronic resources are provided for students to enhance the learning experience. Access to services is given to students who agree to act in a responsible manner. Student use must be consistent with the educational objectives of The Forge School.

_____ _____ _____

Student Name (please print) Grade Level Date

_____ _____

Parent/Guardian Signature Date

STUDENT FAMILY HANDBOOK ACKNOWLEDGEMENT FORM

Our signature below indicates that we have received a copy of the 2026-2027 Student Family Handbook and have or will read and understand the contents of this handbook which outlines policies and guidelines, including the attendance policy that pertains to my child's enrollment.

_____ _____ _____

Student Name (please print) Grade Level Date

_____ _____

Parent/Guardian Signature Date

Attachment F Cover Page

Student Discipline Policy
REQUIRED FOR ALL SPONSORS

Attachment F: Student Discipline Policy

The Forge School Tennessee's Discipline Policy can be found in **Attachment E: Student Handbook and Required Forms**.

Attachment G Cover Page

Articles of Incorporation

REQUIRED FOR ALL SPONSORS

Forge School Tennessee – Articles of Incorporation, Other Provisions

Article XIII, Dissolution

Upon dissolution of the Corporation, any remaining assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Article XIV, Purpose

The nonprofit Corporation is organized for and shall be operated exclusively for charitable and educational purposes under section 501(c)(3) of the Internal Revenue Code (the "Code"), or corresponding section of any future federal tax code. Specifically, without limiting the foregoing, the primary purposes for which the corporation is organized is to develop a nonprofit public charter school.

Article XV, Regulation of Affairs

The Corporation will at all times be conducted as an organization described in Section 501(c)(3) of the Code. The Corporation will not carry on any activities which are not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Code, (b) a corporation eligible to receive tax deductible contributions under Section 170(c) and Section 2055, Section 2522, or Section 2106 of the Code, or (c) a nonprofit corporation organized under the laws of the state of Tennessee.

No part of the assets or net earnings of the Corporation shall inure to the benefit of, or be distributable to its Directors, Officers, or other private persons; provided, however, that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its charitable purposes.

No substantial part of the activities of the Corporation will be the carrying on of propaganda or otherwise attempting to influence legislation. The Corporation will not participate in or intervene in any political campaign on behalf of or in opposition to any candidate for public office and will not publish or distribute statements relating to political campaigns.

B1640-9052 10/31/2024 2:25 PM Received by Tennessee Secretary of State Tre Hargett

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

Forge School Tennessee
SARA TUTTLE
STE 310
104 WOODMONT BLVD
NASHVILLE, TN 37205

November 4, 2024

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

SOS Control # :	001591974	Formation Locale:	TENNESSEE
Filing Type:	Nonprofit Corporation - Domestic	Date Formed:	10/31/2024
Filing Date:	10/31/2024 2:25 PM	Fiscal Year Close:	6
Status:	Active	Annual Report Due:	10/01/2025
Duration Term:	Perpetual	Image # :	B1640-9050
Public/Mutual Benefit:	Public		
Business County:	DAVIDSON COUNTY		

Document Receipt

Receipt # : 009316299	Filing Fee:	$100.00
Payment-Credit Card - State Payment Center - CC #: 3884865968		$100.00

Registered Agent Address:
INCORP SERVICES, INC.
STE 104
1585 MALLORY LN
BRENTWOOD, TN 37027-3036

Principal Address:
SARA TUTTLE
STE 310
104 WOODMONT BLVD
NASHVILLE, TN 37205

Congratulations on the successful filing of your Charter for Forge School Tennessee in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Please visit the Tennessee Department of Revenue website (www.tn.gov/revenue) to determine your online tax registration requirements. If you need to obtain a Certificate of Existence for this entity, you can request, pay for, and receive it from our website.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett
Secretary of State

Processed By: Jacqueline Krantz

Action of Sole Incorporator of Forge School Tennessee

The undersigned, being an Incorporator of Forge School Tennessee (the "Corporation"), a Tennessee nonprofit corporation, hereby adopts the following resolution:

Election of Directors

RESOLVED: That the following individuals are hereby appointed to serve as initial directors of the Corporation for a term of two years:

- Shelby Goodfriend
- Andree Blumstein
- Larry Atema
- Erin Hewgley

Resignation of Incorporator

RESOLVED: That the undersigned, being an incorporator of the Corporation, having taken all actions necessary in connection with the incorporation of the Corporation, does hereby tender his resignation, effective December 2, 2024, as the sole incorporator to the Board of Directors as constituted above.

David Powers

David Powers, Incorporator

BOARD OF DIRECTORS ACTION BY WRITTEN CONSENT IN LIEU OF AN ORGANIZATIONAL MEETING

Forge School Tennessee

The undersigned, being all directors of Forge School Tennessee (the "Corporation"), a Tennessee nonprofit corporation seeking exemption under Section 501(c)(3) of the Internal Revenue Code, hereby consent to the adoption of the following resolutions by unanimous written consent in lieu of a meeting.

Be it resolved, that all actions taken by the incorporator of the Corporation on behalf of the Corporation, including, but not limited to, the filing of the Articles of Incorporation, and the same hereby, are approved, affirmed, and ratified; that the Secretary of the Corporation be, and he/she hereby is, instructed to cause a copy of the Articles of Incorporation, as filed by the incorporator, to be placed in the minute book of the Corporation; and further that the action of an incorporator to appoint Shelby Goodfriend, Andree Blumstein, Larry Atema, and Erin Hewgley as the initial directors of the corporation, to serve terms of two years, is hereby approved, affirmed, and ratified. These directors will serve two-year terms, or until their death, resignation, removal, or disqualification, whichever is earlier; provided, however, that despite the expiration of a Director's term, he or she shall continue to serve until a successor is elected and qualified.

Be it further resolved, that the following persons be, and they hereby are, elected as officers of the Corporation, to serve as such at the pleasure of the Board of Directors and until their successor(s) have been elected and qualified or until their earlier resignation and removal.

President:	Shelby Goodfriend
Treasurer:	Larry Atema
Secretary:	Erin Hewgley

Be it further resolved, that the bylaws attached hereto, be, and the same hereby are adopted as the bylaws of the Corporation;

Be it further resolved, that the attached conflict of interest policy be, and the same hereby are adopted as the conflict of interest policy of the Corporation;

Be it further resolved, that any of the directors or officers be authorized to open a bank account in the name of the Corporation;

Be it further resolved, that the President and Treasurer are authorized to write checks and approve payments as necessary to conduct the business affairs of the Corporation;

Be it further resolved, that the Corporation is authorized to hire employees and make payments to employees on a monthly basis up to the amounts specified in each employee's employment agreement with the Corporation;

Attachment H Cover Page

Proof of Non-Profit and Tax-Exempt Status

REQUIRED FOR ALL SPONSORS

001591974

CHARTER
NONPROFIT CORPORATION

SS-4418

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
(615) 741-2286

Filing Fee: $100.00

For Office Use Only

-FILED-

Control # 001591974

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: Forge School Tennessee

2. Name Consent: (Written Consent for Use of Indistinguishable Name)
☐ This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: None

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:
INCORP SERVICES, INC.
STE 104
1585 MALLORY LN
BRENTWOOD, TN 37027-3036
WILLIAMSON COUNTY

5. Fiscal Year Close Month: June **Period of Duration:** Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:
(none) (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:
This corporation is a ☑ public benefit corporation / ☐ mutual benefit corporation.
This corporation is a ☐ religious corporation / ☑ not a religious corporation.
This corporation will ☐ have members / ☑ not have members.

9. The complete address of its principal office is:
SARA TUTTLE
STE 310
104 WOODMONT BLVD
NASHVILLE, TN 37205
DAVIDSON COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

B1640-9050 10/31/2024 2:25 PM Received by Tennessee Secretary of State Tre Hargett

CHARTER
NONPROFIT CORPORATION

SS-4418

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

Filing Fee: $100.00

Tre Hargett
Secretary of State

For Office Use Only

Control # 001591974

The name of the corporation is: Forge School Tennessee

10. The complete mailing address of the entity (if different from the principal office) is:
SARA TUTTLE
STE 310
104 WOODMONT BLVD
NASHVILLE, TN 37205

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
Incorporator	Sara Tuttle	104 WOODMONT BLVD STE 310	NASHVILLE, TN 37025
Incorporator	David Powers	1717 K STREET NW SUITE 900	WASHINGTON, DC 20006

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

☐ I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the $100 filing fee required by T.C.A. §48-51-303(a)(1).

☐ This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).

☐ This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:
See Attached.

14. Other Provisions: see attached

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

Electronic	Incorporator
Signature	Title/Signer's Capacity
David Powers	Oct 31, 2024 2:25PM
Printed Name	Date

B1640-9051 10/31/2024 2:25 PM Received by Tennessee Secretary of State Tre Hargett

IRS.gov

EIN Assistant

Your Progress: 1. Identity ✓ 2. Authenticate ✓ 3. Addresses ✓ 4. Details ✓ **5. EIN Confirmation**

Congratulations! The EIN has been successfully assigned.

EIN Assigned: **33-1710738**

Legal Name: **FORGE SCHOOL TENNESSEE**

The confirmation letter will be mailed to the applicant. This letter will be the applicant's official IRS notice and will contain important information regarding the EIN. Allow up to 4 weeks for the letter to arrive by mail.

We strongly recommend you print this page for your records.

Click "Continue" to get additional information about using the new EIN. Continue >>

Help Topics

Can the EIN be used before the confirmation letter is received?

Attachment I Cover Page

By-laws
REQUIRED FOR ALL SPONSORS

BYLAWS
OF
Forge School Tennessee

ARTICLE II
NAME

The name of the nonprofit corporation is Forge School Tennessee (the "Corporation"). It is intended that the Corporation shall have the status of a corporation which is exempt from federal income taxation under Section 501(a) of the Internal Revenue Code of 1986, as amended, or any corresponding provisions of any future federal tax laws (hereinafter referred to as the "Code"), as an organization described in Section 501(c)(3) of the Code.

ARTICLE III
OFFICES

Section 3.1 Corporate Office. The principal office of the Corporation shall be located at 104 Woodmont Blvd, Suite 310, Nashville, TN 37205. The Corporation may have such other offices, either within or without the State of Tennessee, as the Board of Directors may designate or as the affairs of the Corporation may require from time to time.

Section 3.2 Registered Office. The registered office of the Corporation required to be maintained in the State of Tennessee by the Tennessee Nonprofit Corporation Act, as amended from time to time (the "Act") may, 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 IV
PURPOSE AND USE OF FUNDS

Section 4.1 Purpose. The Corporation is organized exclusively for charitable, scientific, literary and educational purposes within the meaning of Section 501(c)(3) of the Code (hereinafter referred to as "Charitable Purposes"), including operating a public charter school. The Corporation is organized to engage in any activity, and to exercise any and all powers, rights and privileges, afforded a nonprofit corporation under the Act. Notwithstanding any other provision of these Bylaws, the Corporation shall not carry on any activities not permitted to be carried on by a corporation organized as a nonprofit corporation under the laws of the State of Tennessee, which is exempt from federal income tax under Section 501(c)(3) of the Code, contributions to which are deductible under Sections 170(c)(2), 2055(a) or 2522(a) of the Code.

Section 4.2 Use of Funds. In making distributions to effectuate the religious, charitable, scientific, literary and educational purposes of the Corporation, as delineated in Section 4.1 above, the Board of Directors shall have the authority to make distributions of both income and principal in such proportions and amounts as the Board of Directors, in its discretion, determines advisable, provided that all such distributions are consistent with all applicable federal tax laws and regulations, as herein provided. The Corporation is not fanned for financial or pecuniary gain; and no part of the assets, income, or profits of the Corporation shall be distributable to, or inure to, the benefit of its directors or officers or any other

private person, except as provided in Section 5.11, Section 6.10 and Article XI as reimbursement for expenses or reasonable compensation for services rendered to the Corporation, and except to make payments and distributions in furtherance of the Charitable Purposes of the Corporation, as set forth in the Charter and Section 3.1 above. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation; and no part of the activities of the Corporation shall be the participation in, or intervention in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.

Section 4.3 Administration of Funds. In the event the Corporation is a private foundation within the meaning of Section 509 of the Code for a taxable year, the Corporation: (a) shall distribute its income for each tax year in such manner so that it will not become subject to the tax on undistributed income imposed by Section 4942 of the Code; (b) shall not engage in any act of self-dealing, as defined in Section 4941(d) of the Code; (c) shall not retain any excess business holdings, as defined in Section 4943(c) of the Code; (d) shall not make any investments in a manner that would incur tax liability under 4944 of the Code; and (e) shall not make any taxable expenditures, as defined in Section 4945(d) of the Code. In order fully to effectuate the provisions of this Section, the Corporation shall adopt such procedures, and shall otherwise adhere to such administrative requirements as may from time to time be necessary, in order fully to comply with all applicable federal tax laws and regulations.

Section 4.4 Termination of Corporation. The Board of Directors shall have the authority to terminate the Corporation at any time that, by a unanimous vote, it deems such termination appropriate or advisable. In such event, after paying, or making provision for the payment of, all liabilities of the Corporation then outstanding and unpaid, the Board of Directors shall distribute the assets of the Corporation exclusively for Charitable Purposes. Any assets not so distributed shall be distributed to one or more Qualified Beneficiaries, as the Board of Directors shall determine. Any assets not so disposed of by the Board of Directors shall be disposed of by a court having equity jurisdiction in the county in which the principal office of the Corporation is then located, with the distribution of assets to be made for such Charitable Purposes, or to such Qualified Beneficiaries, as such court shall determine.

ARTICLE V
MEMBERS

Section 5.1 Members. The Corporation shall not have members.

ARTICLE VI
BOARD OF DIRECTORS

Section 6.1 General Powers. The business and affairs of the Corporation shall be supervised by its Board of Directors (sometimes referred to herein as the Board), which shall exercise in the name of and on behalf of the Corporation all of the rights and privileges legally exercisable by the Corporation as a corporate entity, except as may otherwise be provided by law, the Charter, or these Bylaws. The Board of Directors, as the governing body of the Corporation, shall have the authority to receive, administer, invest and distribute property on behalf of the Corporation in accordance with the provisions set forth in these Bylaws.

Section 6.2 Number, Tenure, Qualifications and Election. The number of the members of the Board of Directors shall be not less than four (4) nor more than fifteen (15). The initial members of the Board of Directors shall be appointed by the Incorporator and thereafter shall be elected by a majority of the Directors then in office. Directors shall serve for two (2) year terms with the initial term commencing on the first July 1st after appointment (or election); provided that directors may serve on the Board as a director, with all duties and powers arising therefrom, prior to commencement of initial term. Directors may not serve more than three (3) consecutive terms; provided that current or former Officers of the Board may serve up to five (5) consecutive terms. Directors shall be natural persons who have attained the age of twenty-one (18) years, but need not be residents of the State of Tennessee.

Section 6.3 Advisory Members. The Board of Directors may elect advisory members from time to time, including without limitation employees of the Corporation, who may attend, without vote, all meetings of the Board of Directors. Advisory members shall serve at the pleasure of the Board of Directors and shall advise and counsel the Board of Directors on appropriate matters.

Section 6.4 Ex-Officio Non-voting Members. The Chief Executive Officer or Executive Director shall be an Ex-officio, non-voting member of the Board of Directors. The CEO will partake in all Board activities but will not have voting rights.

Section 6.5 Annual Meeting. The annual meeting of the Board of Directors shall be held within or without the State of Tennessee as close as practicable to the end of the Corporation's fiscal year. The purpose of the annual meeting shall be to approve the budget for the upcoming fiscal year, elect Officers, and address such other business matters as may be pertinent at such time.

Section 6.6 Special Meetings. Special meetings of the Board of Directors may be called by the President, or at the request of any director. The President shall fix the time and place, either within or without the State of Tennessee, of any special meeting.

Section 6.7 Notices. Notice of any special meeting shall be given at least three (3) business days prior thereto. The attendance of a director at a 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 was not lawfully called or convened. The business to be transacted at, or the purpose of, any special meeting of the Board of Directors must be specified in the notice of such meeting

and no other business shall be transacted at that meeting.

Section 6.8 Quorum. A majority of the total number of directors in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

Section 6.9 Participation in Meeting. Each director, other than an advisory member, shall be entitled to one (1) vote upon any matter properly submitted for a vote to the Board of Directors. The affirmative vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except as may otherwise be specifically provided by law, by the Charter, or by these Bylaws. Members of the Board of Directors absent from any meeting shall be permitted to vote at such meeting by written proxies. The members of the Board of Directors, or any committee designated by the Board of Directors, may participate in a meeting of the Board of Directors, or of such committee, by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear one another; and participation in a meeting pursuant to this provision shall constitute presence in person at such meeting. The directors shall be promptly furnished a copy of the minutes of the meetings of the Board of Directors.

Section 6.10 Action Without a Meeting. Any action required or permitted to be taken at a meeting by the Board of Directors, or by any committee thereof, may be taken without a meeting if all members of the Board of Directors or committee, as the case may be, consent in writing to taking such action without a meeting. If all members entitled to vote on the action shall consent in writing to taking such action without a meeting, the affirmative vote of the number of votes that would be necessary to authorize or take such action at a meeting shall be the act of the Board of Directors. The action must be evidenced by one (1) or more written consents describing the action taken, signed in one (1) or more counterparts by each member entitled to vote on the action, indicating each signing member's vote or abstention on the action taken. All such written consents and actions shall be filed with the minutes of the proceedings of the Board of Directors or committee. A consent signed under this Section shall have the same force and effect as a meeting vote of the Board of Directors, or any committee thereof, and may be described as such in any document.

Section 6.11 Compensation and Reimbursement of Expenses. No director shall be entitled to receive compensation for services rendered to the Corporation in the person's capacity as a director. Each director may be paid his or her reasonable expenses incurred by the director directly related to the affairs of the Corporation upon prior approval by the Board of Directors and proper substantiation of such expenses.

Section 6.12 Presumption of Assent. A director of the Corporation who is present at a meeting of the Board of Directors at which action on any Corporation matter is taken shall be presumed to have assented to the action taken, unless his or her dissent shall be entered in the minutes of the meeting, or unless he or she shall file his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof, or forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

Section 6.13 Removal. Any or all of the directors may be removed for cause or without cause by vote of two thirds (2/3) of the total number of the voting directors in office. Removal of a director shall also constitute removal as an officer of the Corporation and as a member of all committees of the Board of Directors.

Section 6.14 Resignation. A director may resign his or her membership at any time by tendering his or her resignation in writing to the President or, in the case of the resignation of the President, to the

Secretary. A resignation shall become effective upon the date specified in such notice or, if no date is specified, upon receipt of the resignation by the Corporation at its principal place of business.

ARTICLE VII
OFFICERS

Section 7.1 Number. There shall be a President, Treasurer, Secretary and Chief Executive Officer or Executive Director (subject to timing qualifications set forth below) of the Corporation, each of whom shall
be elected in accordance with the provisions of this Article. The Board of Directors may also elect such additional officers as the Board of Directors may from time to time deem necessary or appropriate. Any two or more offices may be held by the same person, except for the offices of President and Secretary.

Section 7.2 Election and Term of Office. The initial officers of the Corporation shall be appointed by the Incorporator for a term of office expiring at the first annual meeting of the Corporation. The officers of the Corporation shall be elected annually by the Board of Directors at its annual meeting. If the election of the officers shall not be held at such meeting, such election shall be held as soon thereafter as may be convenient. Each officer shall hold office for a term of one (1) year expiring immediately following the annual meeting at which he or she was elected and until his or her successor shall have been duly elected and qualified, or until his or her earlier death, resignation, or removal from office in the manner hereinafter provided. A retiring officer may succeed himself or herself in his or her office.

Section 7.3 President. The President shall be the principal officer of the Corporation and shall serve as the principal liaison between the Board and the Chief Executive Officer. He or she shall, when present, preside at all meetings of the Board of Directors. The President shall be charged with the responsibility of appointing the members of each standing or ad hoc committee of the Board, and the President shall be entitled to serve on any standing or ad hoc committee of the Board. The President may sign, with the Secretary or any other proper officer thereunto authorized by the Board of Directors, deeds, mortgages, bonds, contracts, or other instruments 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 of Directors or these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed. The President shall have such other powers and perform such other duties as may be assigned by the Board.

Section 7.4 Treasurer. The Treasurer 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 as shall be selected in accordance with the provisions of Article VIII of these Bylaws; disburse the funds of the Corporation in accordance with the directives of the Board of Directors, taking proper vouchers for such disbursements, and render to the Board of Directors, at its annual meeting and at such other times as may be requested by the Board of Directors, an accounting of all the transactions of the Treasurer and of the financial condition of the Corporation; and in general perform all duties incident to the office of Treasurer and such other duties as may from time to time be assigned to him or her by the President or by the Board of Directors.

Section 7.5 Secretary. The Secretary shall keep the minutes of the proceedings of the Board of Directors 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 and of the seal, if any, of the Corporation and see that the seal is affixed to all documents, the execution of which is duly

authorized on behalf of the Corporation under its seal; keep a register of the post office address of each member of the Board of Directors, which address shall be furnished to the Secretary by each director; and in general perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him or her by the President or by the Board of Directors.

Section 7.6 Removal. Any member of the Board of Directors removed from office pursuant to Section 5.13 shall be automatically removed as an officer. The Board of Directors may by a two-thirds (2/3) vote remove any officer when, in its judgment, the best interests of the Corporation will be served thereby.

Section 7.7 **Vacancies.** A vacancy in any office, because of death, resignation, removal, disqualification, or otherwise, may be filled by the affirmative vote of a majority of the Board of Directors for the unexpired portion of the term.

7.8 Resignation. An officer may resign his or her office at any time by tendering his or her resignation in writing to the President or, in the case of the resignation of the President, to the Secretary. A resignation shall become effective upon the date specified in such notice, or, if no date is specified, upon receipt of the resignation by the Corporation at its principal place of business.

Section 7.9 Salaries and Expenses. The officers of the Corporation shall not be entitled to receive compensation for services rendered to the Corporation in the person's capacity as an officer. Reasonable expenses incurred by all of the officers of the Board of Directors in the course of coordinating the affairs of the Corporation shall be reimbursed by the Corporation upon proper substantiation.

Section 7.10 Chief Executive Officer. In addition to the other officers described herein, the Corporation shall, at all times after approval of any initial public charter school application and during the operation of any such, or subsequently approved, public charter school, have a Chief Executive Officer, who shall be an employee of the Corporation, shall serve at the pleasure of the Board, shall report directly to the Board, and shall not be subject to the limitations set forth in Section 6.9 hereof. The Chief Executive Officer shall be responsible for the day-to-day operations of the Corporation. The Chief Executive Officer shall perform such other duties as may from time to time be prescribed by the Board. The Chief Executive Officer shall be an ex-officio, non-voting member of the Board of Directors, as described within Section 5.4 hereof. At each meeting of the Board of Directors, the Chief Officer shall report to the Board on the operations of the Corporation for which he or she has direct responsibility.

ARTICLE VIII
COMMITTEES

Section 8.1 Standing Committees. The Board of Directors may maintain such standing committees as it may determine from time to time to be necessary or desirable for its proper functioning. Such committees shall consist of at least one (1) Director, and may include advisory members as contemplated by Section 5.3 hereof, as appointed by the President, shall be under the control and serve at the pleasure of the Board of Directors, shall have charge of such duties as may be assigned to them by the Board of Directors or these Bylaws, shall maintain a permanent record of their actions and proceedings, and shall regularly submit a report of their actions to the Board of Directors, which shall ratify the actions of each committee. The President shall serve on each committee as a non-voting member, unless specifically designated by the Board as a voting member. Such standing committees shall have such authority as the Board of Directors may stipulate.

Section 8.2 Ad Hoc Committees. The President, with the approval of the Board of Directors as evidenced by resolution, may from time to time create such ad hoc committees as the President believes

necessary or desirable to investigate matters or advise the Board of Directors. Ad hoc committees shall limit their activities to the accomplishment of the tasks for which created and shall have no power to act except as specifically conferred by resolution of the Board of Directors. Such committees shall operate until their tasks have been accomplished or until earlier discharged by the Board of Directors. Members of ad hoc committees do not need to be members of the Board of the Board of Directors.

ARTICLE IX
CONTRACTS, LOANS, CHECKS, DEPOSITS, INVESTMENTS

Section 9.1 Contracts and Employment of Agents. The Board of Directors may authorize any director, officer, or agent to enter into any contract, or execute and deliver any instrument, in the name of and on behalf of the Corporation. The Board of Directors shall be specifically authorized, in its sole discretion, to employ and to pay the compensation of such agents, accountants, custodians, experts, consultants and other counsel, legal, investment, or otherwise, as the Board of Directors shall deem advisable, and to delegate discretionary powers to, and rely upon information furnished by, such individuals or entities. Such authority may be general or confined to specific instances.

Section 9.2 Loans. No loans shall be contracted on behalf of the Corporation, and no evidences of indebtedness shall be issued in its name, unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 9.3 Checks, Drafts, etc. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation, and in such manner, as shall from time to time be determined by resolution of the Board of Directors.

Section 9.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation with such banks, trust companies, brokerage accounts, investment managers, or other depositaries as the Board of Directors may from time to time select.

Section 9.5 Investment Authority. The Board of Directors shall be authorized to retain assets distributed to the Corporation, even though such assets may constitute an over-concentration in one or more similar investments. Further, the Board of Directors shall have the authority to make investments in unproductive property, or to hold unproductive property to the extent necessary until it can be converted into productive property at an appropriate time, provided the retention of such property is in the best interest of the Corporation and does not in any way jeopardize the tax-exempt status of the Corporation.

ARTICLEX
STANDARDS OF CONDUCT

Section 10.1 Standards of Conduct. A director or an officer of the Corporation shall discharge his or her duties as a director or as an officer, including duties as a member of a committee: (a) In good faith; (b) With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and (c) In a manner he or she reasonably believes to be in the best interest of the Corporation.

Section 10.2 Reliance on Third Parties. In discharging his or her duties, a director or officer is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:

(a) One or more officers or employees of the Corporation whom the director or officer reasonably believes to be reliable and competent in the matters presented; (b) Legal counsel, public accountants, or other persons as to matters the director or officer reasonably believes are within the person's professional or expert competence; or (c) With respect to a director, a committee of the Board of Directors of which the director is not a member, as to matters within its jurisdiction, if the director or officer reasonably believes the committee merits confidence.

Section 10.3 Bad Faith. A director or officer is not acting in good faith if he or she has knowledge concerning the matter in question that makes reliance otherwise permitted by Section 9.2 unwarranted.

Section 10.4 No Liability. A director or officer is not liable for any action taken, or any failure to take action, as a director or officer, if he or she performs the duties of his or her office in compliance with the provisions of this Article, or if he or she is immune from suit under the provisions of Section 48-58-601 of the Act. No repeal or modification of the provisions of this Section 9.4, either directly or by the adoption of a provision inconsistent with the provisions of this Section, shall adversely affect any right or protection, as set forth herein, existing in favor of a particular individual at the time of such repeal or modification.

Section 10.5 No Fiduciary. No director or officer shall be deemed to be a fiduciary with respect to the Corporation or with respect to any property held or administered by the Corporation, including, without limitation, property that may be subject to restrictions imposed by the donor or transferor of such property.

Section 10.6 Prohibition on Loans. No loans or guarantees shall be made by the Corporation to its directors or officers. Any director who assents to or participates in the making of any such loan shall be liable to the Corporation for the amount of such loan until the repayment thereof.

ARTICLE XI
CONFLICTS OF INTEREST

Section 11.1 Purpose. The purpose of the conflict of interest provisions is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. These provisions are intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 11.2 Definitions.

(a) Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
2. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Section 11.3 Procedures.

(a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

1. An interested person may make a presentation at the Board of Directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The Board of Directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the Board of Directors or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) Manner of Approval. A transaction in which a director or officer of the Corporation has a conflict of interest may be approved if:

1. A more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement; or
2. Approval is obtained from the Attorney General of the State of Tennessee, or from a court of record having equity jurisdiction in an action in which the Attorney General is joined as a party.

(e) Violations of the Conflicts of Interest Policy.

1. If the Board of Directors or committee has reasonable cause to believe a person has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.
2. If, after hearing the person's response and after making further investigation is warranted by the circumstances, the Board of Directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 11.4 Records of Proceedings. The minutes of the Board of Director's meetings and all committees with board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in

connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 11.5 Compensation.

(a) A voting member Board of Directors who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

(b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

(c) No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE XII
INDEMNIFICATION AND ADVANCEMENT OF EXPENSES

Section 12.1 Mandatory Indemnification of Directors and Officers. To the maximum extent permitted by the provisions of Sections 48-58-501, et seq., of the Act, as amended from time to time (provided, however, that if an amendment to the Act in any way limits or restricts the indemnification rights permitted by law as of the date hereof, such amendment shall apply only to the extent mandated by law and only to activities of persons subject to indemnification under this Section which occur subsequent to the effective date of such amendment), the Corporation shall indemnify and advance expenses to any person who is or was a director or officer of the Corporation, or to such person's heirs, executors, administrators and legal representatives, for the defense of any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative, and whether formal or informal (any such action, suit or proceeding being hereinafter referred to as the "Proceeding"), to which such person was, is or is threatened to be made, a named defendant or respondent, which indemnification and advancement of expenses shall include counsel fees actually incurred as a result of the Proceeding or any appeal thereof, reasonable expenses actually incurred with respect to the Proceeding, all fines, judgments, penalties and amounts paid in settlement thereof, subject to the following conditions:

(a) The Proceeding was instituted by reason of the fact that such person is or was a director or officer of the Corporation; and

(b) The director or officer conducted himself or herself in good faith, and he or she reasonably believed (i) in the case of conduct in his or her official capacity with the Corporation, that his or her conduct was in its best interest;

(ii) in all other cases, that his or her conduct was at least not opposed to the best interests of the Corporation; and (iii) in the case of any criminal proceeding, that he or she had no reasonable cause to believe his or her conduct was unlawful. The termination of a proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent is not, of itself, determinative that the director or officer did not meet the standard of conduct herein described.

Section 12.2 Directors and Officers Insurance. The Corporation shall maintain Directors and Officers ("D&O") liability insurance to protect the Directors and Officers of the Corporation from personal liability arising from the performance of their duties, to the

Section 12.3 Permissive Indemnification of Employees and Agents. The Corporation may, to the maximum extent permitted by the provisions of Section 48-58-501, et seq., of the Act, as amended from time to time (provided, however, that if an amendment to the Act in any way limits or restricts the indemnification rights permitted by law as of the date hereof, such amendment shall apply only to the extent mandated by law and only to activities of persons subject to indemnification under this Section which occur subsequent to the effective date of such amendment), indemnify and advance expenses in a Proceeding to any person who is or was an employee or agent of the Corporation, or to such person's heirs, executors, administrators and legal representatives, to the same extent as set forth **in** Section 11.1 above, provided that the Proceeding was instituted by reason of the fact that such person is or was an employee or agent of the Corporation and met the standards of conduct set forth in subsection 11.1(b) above. The Corporation may also indemnify and advance expenses in a Proceeding to any person who is or was an employee or agent of the Corporation to the extent, consistent with public policy, as may be provided by the Charter, by these Bylaws, by contract, or by general or specific action of the Board of Directors.

Section 12.4 Non-Exclusive Application. The rights to indemnification and advancement of expenses set forth in Sections 11.1 and 11.2 above are contractual between the Corporation and the person being indemnified, and his or her heirs, executors, administrators and legal representatives, and are not exclusive of other similar rights of indemnification or advancement of expenses to which such person may be entitled, whether by contract, by law, by the Charter, by a resolution of the Board of Directors, by these Bylaws, by the purchase and maintenance by the Corporation of insurance on behalf of a director, officer, employee, or agent of the Corporation, or by an agreement with the Corporation providing for such indemnification, all of which means of indemnification and advancement of expenses are hereby specifically authorized.

Section 12.5 Non-Limiting Application. The provisions of this Article XI shall not limit the power of the Corporation to pay or reimburse expenses incurred by a director, officer, employee, or agent of the Corporation in connection with such person's appearing as a witness in a Proceeding at a time when he or she has not been made a named defendant or respondent to the Proceeding.

Section 12.6 Prohibited Indemnification. Notwithstanding any other provision of this Article XI, the Corporation shall not indemnify or advance expenses to or on behalf of any director, officer, employee, or agent of the Corporation, or such person's heirs, executors, administrators or legal representatives:

(a) If a judgment or other final adjudication adverse to such person establishes his or her liability for any breach of the duty of loyalty to the Corporation, for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation oflaw, or under Section 48-58-304 of the Act; or

(b) In connection with a Proceeding by or in the right of the Corporation in which such person was adjudged liable to the Corporation; or

(c) In connection with any other Proceeding charging improper personal benefit to such person, whether or not involving action in his or her official capacity, in which he or she was adjudged liable on the basis that personal benefit was improperly received by him or her.

Section 12.7 Repeal or Modification Not Retroactive. No repeal or modification of the provisions of this Article XI, either directly or by the adoption of a provision inconsistent with the provisions of this

Article, shall adversely affect any right or protection, as set forth herein, existing in favor of a particular individual at the time of such repeal or modification.

ARTICLE XIII
NOTICES AND WAIVER OF NOTICE

Section 13.1 Notices. The notices provided for in these Bylaws shall be communicated in person, by telephone, facsimile or email transmission, telegraph, teletype, or by mail or private carrier. Written notice is effective at the earliest of (a) receipt, (b) five (5) days after its deposit in the United States mail, if mailed correctly addressed and with first-class postage affixed thereon, (c) on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee, (d) twenty (20) days after its deposit in the United States mail, if mailed correctly addressed, and with other than first-class, registered, or certified postage affixed, or (e) in the case of facsimile or e-mail transmission, when successfully sent to the email address or fax number shown on the records of the Corporation. Whenever any notice is required to be given to any director, officer, or committee member of the Corporation under the provisions of the Charter, these Bylaws, or the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIV
FISCAL YEAR

The fiscal year of the Corporation shall end on June 30th, or on such other date as may be fixed from time to time by the Board of Directors.

ARTICLE XV
AMENDMENTS

These Bylaws and the Charter may be altered, amended, or repealed, and a new Charter or Bylaws adopted, upon the affirmative vote of two thirds (2/3) members of the Board of Directors at any annual or special meeting, except to the extent that such alteration, amendment, or repeal is inconsistent with Article XV hereof.

ARTICLE XVI
EXEMPT STATUS

The Corporation has been organized and will be operated exclusively for exempt purposes within the meaning of Section 50l(c)(3) of the Code and, as such, will be exempt from taxation under Section 50l(a) of the Code. The Corporation Intends to apply for recognition of its exempt status by filing Internal Revenue Service Form 1023 within the time prescribed under Section 508 of the Code and Treasury Regulation Section l.508-l(a)(2). Any provision of these Bylaws or of the Charter which would in any manner adversely affect the Corporation's tax exempt status shall be void and shall be deleted or modified as necessary to comply with all applicable federal and state requirements for the maintenance of the Corporation's tax exempt status.

Attachment J Cover Page

Board Member Code of Conduct

REQUIRED FOR ALL SPONSORS

Attachment J: Board Member Code of Conduct

The Forge School Tennessee's Board Member Code of Conduct is within the Board Bylaws. found in **Attachment I**, ARTICLE X: STANDARDS OF CONDUCT.

Attachment K Cover Page

Conflict of Interest Policy

REQUIRED FOR ALL SPONSORS

Attachment K: Conflict of Interest Policy

The Forge School Tennessee's Conflict of Interest Policy is within the Board Bylaws.

The Conflict of Interest policy It can be found in **Attachment I**, ARTICLE XI: CONFLICTS OF INTEREST.

Attachment L Cover Page

Board Member Resumes or Biographies
REQUIRED FOR ALL SPONSORS

Attachment L: Board Member Bios

Shelby Goodfriend

Shelby serves as Director of Facilities at the Nashville Incubator, which recruits and supports school leaders to launch innovative schools that provide families with high-quality diverse public-school options. As Director of Facilities, Shelby has played a critical role in supporting the successful launch of Invictus Nashville Charter School, Encompass Community School, and Nurses Middle College Charter School. She has overseen all aspects of facility acquisition and development, ensuring that each project remains under budget and on schedule. Thanks to her leadership, all three schools are set to open on time, with construction progressing efficiently and cost-effectively. Shelby's work reflects a strong commitment to fiscal responsibility, strategic planning, and the creation of high-quality learning environments.

Shelby, a first-generation college student, began her career in education as a Teach for America Corps Member in the Mississippi Delta Region after earning a B.A. from The George Washington University in Interior Architecture and Design.

Upon moving to Nashville in 2016, she continued teaching and transitioned into administration at Liberty Collegiate Academy, where the school earned the highest state-wide designation as a Reward School in 2019. As Director of School Operations for Intrepid College Prep, Shelby led significant renovation efforts and supported the graduation of their inaugural class. Outside of education, she has worked in commercial construction for The Escape Game where she oversaw 5 new store launches, 2 store expansions, and 5 renovations across the country with 100% on-time delivery. Prior to joining the Incubator, Shelby served as the Director of Charter Schools for the Tennessee Department of Education where she supported state education agencies as well as charter operators and authorizers across Tennessee.

Shelby Doyle

Shelby Doyle is the Senior Vice President of Policy and National Partnerships for the National School Choice Awareness Foundation where she oversees the foundation's two year-round school choice navigation programs: Navigate School Choice and Conoce tus Opciones Escolares. In 2024, she founded the Navigate School Choice Network, a coalition of nearly 30 state-based organizations that provide support and guidance to parents choosing between their school choice options. As part of her work, As part of her work, Shelby has advised over 20 organizations in strategic budget planning specifically for items such as communications, advertising, and digital marketing.

Shelby has worked in senior-level positions with the National School Choice Week since 2016. She is a graduate of the Policy Innovators in Education (PIE) Leadership Institute and 50CAN National Voices fellowship and a current MBA candidate at Vanderbilt University in Nashville, Tennessee, where she lives with her family.

Attachment L: Board Member Bios

Larry Atema

Larry Atema is the Founder and Chief Executive Officer of Commonwealth Development Group, Inc., a premier project management and real estate development firm based in Tennessee. With over three decades of leadership in commercial, civic, and historic development, Atema has become a recognized figure in both public and private construction sectors across the country.

Since founding Commonwealth in 1990, Atema has led the firm in providing owner's representative and project management services for a wide range of clients—including government agencies, foundations, and corporations. Commonwealth specializes in the development of specialized real estate projects, offering expert guidance through the complex processes of planning, design, budgeting, zoning, contractor selection, and construction oversight. The firm also offers accounting and coordination services for technology, landscape, interior finishes, furnishings, and startup operations. Atema's hallmark achievements include serving as Senior Project Manager for Nashville's iconic Music City Center, a transformative $623 million convention complex in the heart of downtown. Hired in late 2009 to oversee the massive undertaking, Atema and Commonwealth were lauded for their business-minded approach and efficiency. Supporters and civic leaders have since cited the success of Music City Center as a benchmark for effective public-private collaboration, ultimately leading to Commonwealth securing a five-year contract with the Metro Nashville Convention Center Authority. Under Atema's leadership, Commonwealth also managed the development of Riverfront Park and Ascend Amphitheater, the F&M Bank Arena in Clarksville, and the renovation of the historic Metro Courthouse. His influence extends to higher education and cultural projects, including work at Austin Peay University and the Newseum in Washington, D.C., developed for the Freedom Forum Inc.

Atema's portfolio includes a variety of private-sector and philanthropic initiatives, such as developments for the Turner family foundation, multiple bank branches, and extensive historic preservation work—including restorations of Liberty Farm, Liberty Methodist Church, Pleasant Hill Mansion, and the Winstead Log Cabins at Pleasant Hill. In addition to his role at Commonwealth, Atema serves as President of Fernwood Real Estate, a residential and commercial brokerage firm in Franklin, Tennessee. He holds a Bachelor of Arts in Business Administration from LaTourneau College. Larry Atema's expertise continues to benefit community-centered projects as his experience in both business and real estate development ensures that institutions benefit from disciplined project execution and enduring, purpose-driven facilities.

Attachment L: Board Member Bios

Wood Caldwell

Wood Caldwell, a principal at Southeast Venture, with a background in Civil Engineering, has more than 40 years of experience in commercial real estate development and sales, including 7 years in engineering design. Both provide valuable expertise to Southeast Venture's development activities, which include such high-profile projects as 12 South Flats and Silo Bend. Wood joined the team in 1991 and has since specialized in all aspects of site identification and analysis, acquisition, zoning, municipal approvals, design, construction management and marketing. Most recently, Wood was recognized for his prominence in Nashville's development industry on the Nashville Business Journal's 2019 list of CRE Power Leaders. Wood has also served on previous charter school boards and his knowledge of charter budgets, facilities, and planning for a large multi-state (7 schools), charter school network (RePublic Schools) providing support in the acquisition process.

Erin Hewgley

Erin serves as Director of Operations of The Forge Nashville, which works to give more people affordable access to the professional tools, space and support they need to succeed as makers and artists, and to provide new opportunities to youth in underserved communities. A Nashville native, Erin received her B.A. in Sculpture from Pitzer College in California and her M.F.A. in Sculpture from The Ohio State University. Previously, she has acted as a shop/studio manager in both New York and Tennessee, and through the years she has taught classes on materials, plumbing, electrical work and construction. Also, an entrepreneur, Erin has owned two small businesses for more than a decade: Erin Body Care and Erin Hewgley Jewelry.

Attachment M Cover Page

Board Policies
REQUIRED FOR ALL SPONSORS

Attachment M: Board Policies

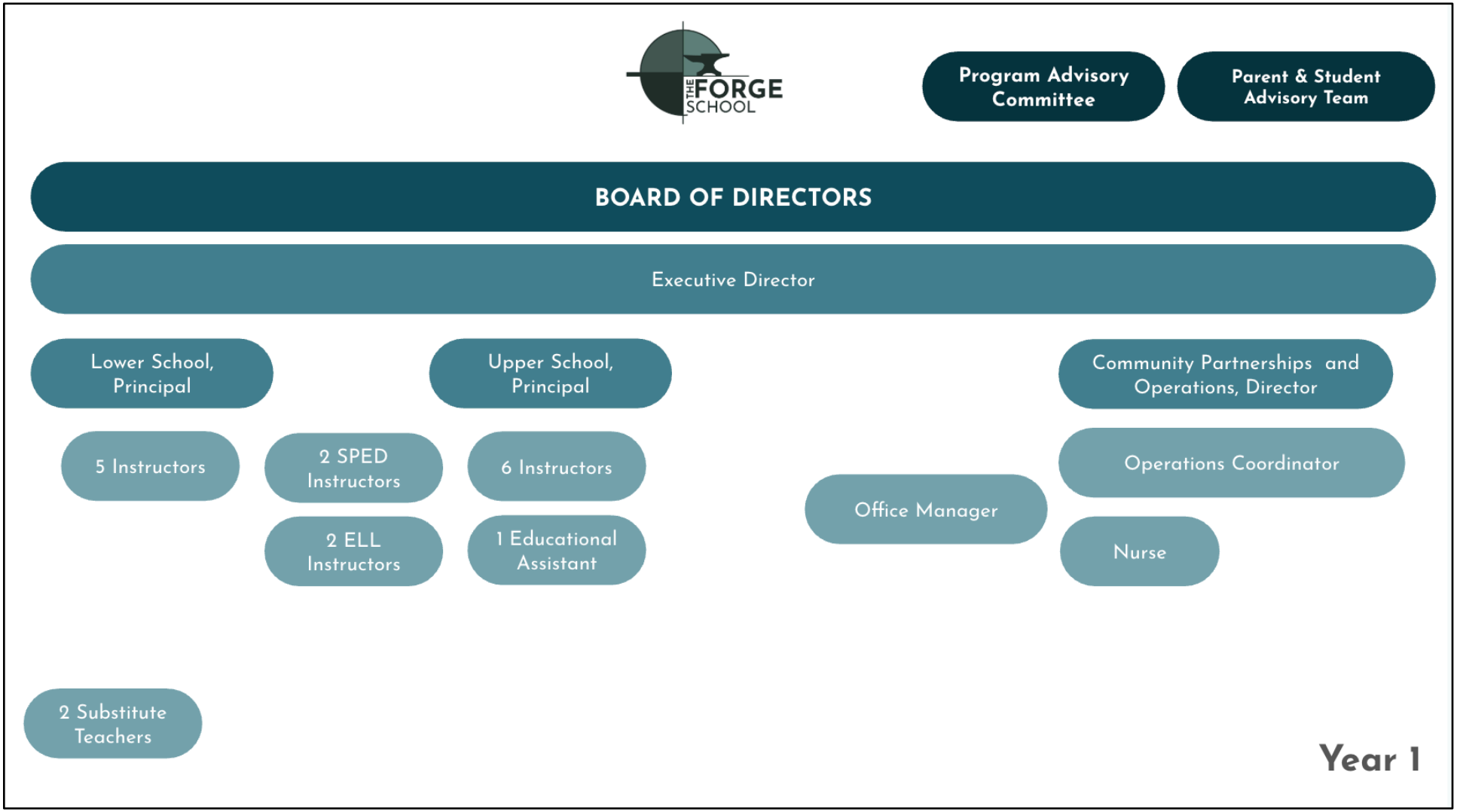
See **Attachment I** for Board policies, including frequency of meetings, open meetings, and open records, are contained in the by-laws.

Attachment N Cover Page

Organizational Chart: Year 1

REQUIRED FOR ALL SPONSORS

Attachment N: Organizational Chart: Year 1

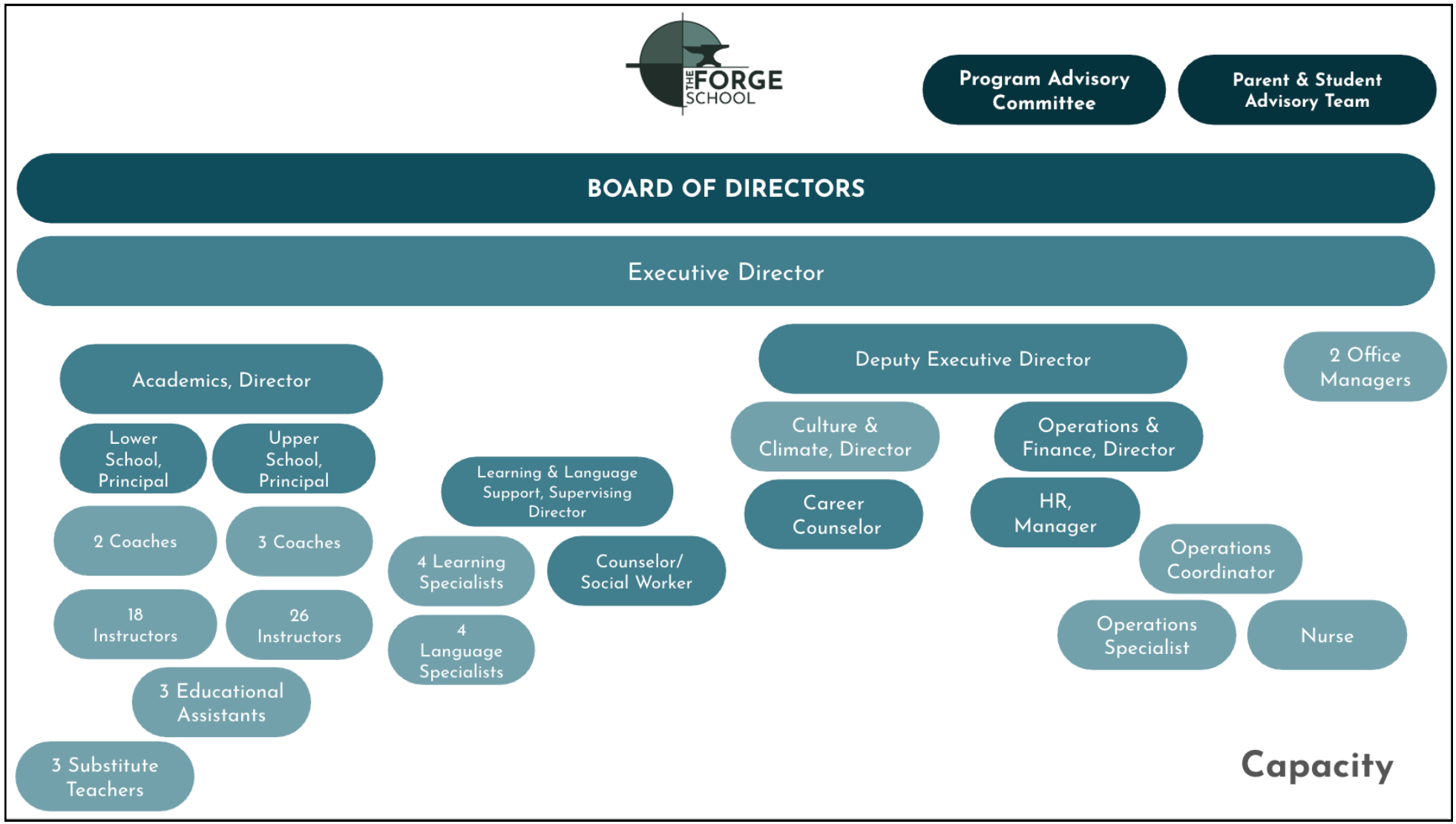


Attachment O Cover Page

Organizational Chart: Full Capacity

REQUIRED FOR ALL SPONSORS

Attachment O: Organizational Chart: Full Capacity



Attachment P Cover Page

School Leader Resume *(if hired)*
REQUIRED FOR ALL SPONSORS

Sara Nelson Tuttle

Lebanon, TN 37087

sara.tuttle@theforgeschool.org sara@nashvilleincubator.org

206 - 965 - 0709

LEADERSHIP EXPERIENCE

The Forge School, *Founder & Executive Director* **August 2024 - Present**

The Nashville Incubator, Fellow

Founder of a career-connected, 6-12 public charter school that addresses the needs of Nashville for a thriving family sustaining wage-pathway career in a growing metropolis. By creating strong partnerships between future leaders, current industry professionals, and personalized education opportunities. Through project-based learning, The Forge School will ensure that our curriculum aligns with the skills needed in Architecture, Construction, and Engineering, while embedding essential durable skills to equip our students for success in any workplace.

***Metro Nashville Public Schools**, Nashville, TN* **July 2023 - August 2024**

Director of Social Emotional Learning

- Managed four teams, serving approximately 65,000 students and 130 schools: SEL Support Early Years, SEL Support K-12, Behavior Support General Education, and Restorative Practices. Teams provided on-site support to MTSS teams to yield results.
- Designed, implemented, and progress monitored two District-Wide Signature Initiatives: Navigator and Peace Centers, as named in the Education Recovery Scorecard report for Metro-Nashville's recovery after COVID.
- Worked cross-functionally with the Research and Evaluation department to develop data parameters for continuous evaluation including, the preparation of the annual data review with a solution oriented plan for continuous implementation of Navigators. There was growth in implementation in schools, growing from 22% to 66% in 6 months from Fall 2023 to Fall 2024.
- Led a team of 35 for the creation, execution, and follow-up, of professional learning with schools about the integration of SEL competencies in learning pedagogy, including SEL grade-level standards.
- Created systems for needs assessments and intervention development, including bi-annual professional development for school sites.
- Cultivated relationships with community stakeholders and partners to ensure equitable and effective execution.
- Creating materials and data reports that served the Executive Leadership Teams, including monthly data reports, quarterly Director of Schools Reports, Accreditation, Annual Stock-Takes of Signature Initiatives.

***Seattle Public Schools**, Seattle, WA* **July 2020 - June 2023**

Lincoln High School, Assistant Principal

- Led the multi-phase build-out of a historic high school, reopening after 40 years including facilities planning, student recruitment, hiring, on-boarding, and performance management systems.
- Established operational and management systems that personalized the education experience for students and the community by developing new institutional systems - such as MTSS and Assessment Manual - along with additional school manuals, programs, policies, and procedures aligned with the design team's mission and vision, that was later adopted for District-wide support.
- Forged community partnerships and communication strategies, yielding 15 neighborhood partners that aligned with the demographic of the school, through effective communication with stakeholders - including the Alliance for Education.
- Oversaw teacher professional development, instructional leadership, and academic program growth, to include creating and growth in Advanced Placement Programming, SAT, and Washington state benchmarking.
- Implemented equitable policies and approaches to create an inclusive school climate, to include a dedicated weekly session to Race and Equity for all stakeholders.
- Managed a budget of $80M , including revenue and expenses to maximize school opportunities for facilities and day to day operations.
- Engaged in ongoing learning and applied best practices to promote access, equity, and individual opportunities.
- Recognized as 1 of 200 high schools across the United States selected to participate in the PISA (__) assessment to collect data for international ranking.

***Campbell Union High School District**, San Jose, CA* **July 2018 - July 2020**

Leigh High School Assistant Principal

- Led school-wide programs including Equity Team creating additional supports for ML; AP Program to create AP access and support structures for students; strengthened Dual Enrollment and Dual Immersion programs for Spanish and Japanese; Curriculum Advisory Committee to create the systems for instructional organization, such as textbooks for Language, Social Studies, and Science; and 8th Grade Shadow Day to include approximately 400 rising 9th graders.
- Created a Multilingual Learning at a Glance that focused on student domains and their strengths, including student interests, to connect students with their teachers quickly at the beginning of the year.
- Managed safety, instructional leadership, attendance, enrollment, student placements, behavior, IEP/504, athletics, extracurriculars, and WASC accreditation.
- Implemented district-wide grading policies and developed faculty professional development to support the roll-out of the policy.
- Began the Restorative Justice program by becoming a Circles Inclusive School through training through the Center for Restorative Justice.
- Oversaw Fall orientation, master schedule building, facilities management, family partnerships, and classroom/STEM grants.

Natomas Unified School District*, Sacramento, CA* **July 2016 - July 2018**

Inderkum High School & Natomas Middle School, Assistant Principal

- Rebranded the school's mission, vision, and purpose to improve outcomes and culture, by leading the development and implementation of "The Tiger Way" school culture.
- Led and managed Professional Learning Communities specifically focused on assessment-driven instruction, creating a system through teacher uploads with pedagogy specific best practices for a growing warehouse of strategy.
- Managed the IB/MYP Programs with Project-Based Assessments maintaining IB Certification; Social Sciences department with 12 teachers and Visual and Performing Arts department with 8 individuals ensuring benchmark standard per grade-level to support vertical planning;
- Created and coordinated Student SEL structures and supports, including a conflict mediation program, which provided additional interventions to reduce suspensions and increase attendance by identifying creative solutions and partnerships with families to create academic buy-in .
- Managed Staff Evaluations, CTE Pathways, School Safety Plan, Campus Security Team members, School Facilities, and Student Behavior Intervention and SEL supports.

***Sutter County Office of Education,** Yuba City, CA*

Feather River Academy

Extended School Year Assistant Principal **October 2015 - July 2016**

- Managed the largest Extended School Year program for struggling students serving approximately 100 students and 5 teachers and staff through voluntary program recruitment.
- Increased student credit attainment beyond previous years by completing an additional core graduation credit by the end of summer with an 80% success rate.
- Developed student schedules specific to student need, and enforced all culture initiatives, including maintaining a culture for the 2015-16 school year four-week program with zero discipline referrals as compared to approximately 26 referrals in the year previous.
- Coordinated operational initiatives, such as food service, data collection and management, and family/guardian communication initiatives - growing parent communication from 12 people to 300 people.

Feather River Academy

Lead Teacher, Teacher-in-Charge, Site Instructional Coach **August 2013 - June 2016**

- Designed a cross-curricular scope and sequence aligned with Common Core, ensuring that outcomes met the WASC guidelines.
- Introduced and facilitated PLC work to improve instruction and close achievement gaps, including leading professional development and initiative a coaching cycle for teaching staff.
- Created instructional initiatives based on CAASPP data for Independent Study and Day School programs,

including service-learning projects to enhance post-graduation opportunities.
- Chaired the WASC accreditation team and School Site Council, leading Feather River to its first Accreditation.
- Taught various Social Studies courses (US History, World History, Government, Economics, Psychology, Career Exploration, and Cyber High)
- Established community partnerships with Junior Achievement, Sacramento Kings, and Sacramento Opera/Philharmonic.

Shoreline School District, *Shoreline, WA* 8/2004-6/2013 **August 2004 - June 2013**
Secondary Social Studies Teacher, Shorecrest High School

- Taught various Social Studies courses (US History, Government/Civics, Psychology, World History, and World Geography) to grades 9-12, implementing AVID instructional methods to support students.
- Served on district-wide secondary curriculum alignment and adoption committees; RTI committee for school advisory;Freshman intervention committee; and advised ASD student organizations.
- Mentored 5 student teaching interns from University of Washington and Seattle University providing feedback on teaching competencies in partnership with their University.
- Piloted and rolled out 1:1 student technology initiatives serving approximately 150 students.

Related Experience

Certifications

- Tennessee Department of Education: Tennessee Professional Administrator ILL-P
- Washington Office of Superintendent of Public Instruction: Washington State Principal Credential
- Placer County Office of Education: California Administrative Services Credential
- California Single Subject Teaching Credential - Social Science with CLAD/CTEL Authorization
- Seattle Pacific University: Washington State Professional Teaching Certificate -

Volunteer Experience

- **Generation Yes Participant:** Developed technology-infused lessons for US History courses.
- **Project Connect Leader:** Coordinated service-learning projects with elder care facilities.
- **Equifriends Volunteer:** Assisted with equine therapy for children with disabilities.
- Professional Ski Instructor of America (PSIA) Certified Ski Instructor

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Education

Western Washington University, Bellingham, Washington **June 2003**
Master's in Teaching

University of Washington, Seattle, Washington **June 2001**
Bachelor of Arts and Sciences in History

Core Competencies

Student Achievement	School Operations	Staff Development
• Curriculum Development/Implementation • Dual Enrollment Lead • AP/IB and SAT Program Leadership • IEP/504 Policy Expertise • Restorative Practices • College and Career Readiness • Data Driven Monitoring and Improvement	• Needs Assessment Development • Annual School Budget and Resource Management • Operational Systems Creation • Program/Project Management • School Safety Plans • Student Technology Management • Master Schedule Lead • Community Relations/Partnerships • Employee Recruitment/Hiring	• Performance Coaching/Evaluation • Intervention Program Specialist • PLC Facilitator/Supervisor • Reflective and Responsive Leadership • Service Based Problem Solving and Practices • Growth Mindset Approach

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Certifications and Professional Development

Leadership and Administration	Equity and Social Justice	instructional Practices	Professional Development and Certifications
• Seattle Public Schools - School Leader Institute • Principal Leadership Institutes • WASC Visiting Committee Member (Ongoing) • PIVOT Learning Principal's Institute • Conflict Prevention Intervention (CPI)	• Restorative Practices in Education – UC Berkeley • AP Rising Scholars for Equity Convening • National Equity Project – Coaching for Equity • Culture Summit (Phil Boyte) • National Restorative Justice Conference • UC Davis Equity Summit • SPS - Grading for Equity Training	• Project Based Learning (PBL) Train the Trainers • ELPAC – The Results For EL's Are In • AP Coordinator Training • Kate Kinsella ELD/ELA Institutes • Art of Coaching Institute /Elena Aguilar • Close Reading & Questioning Sequence, SCSOS • Unpacking the Common Core Training, SCSOS • Power Standards Training – R. Marzano • Differentiated Instruction and PLC – Dufours/SSD • Formative Assessment & Standards Based Grading • CWU Writing for the Social Studies Conference	• Tennessee Service Learning Certification • AVID Summer Institute for Administrators • Master Schedule Training – NUSD • Teacher Leader Cadre/Sutter County, CA. • Capturing Kids Hearts – Flippen Group

Attachment Q Cover Page

Insurance Coverage

REQUIRED FOR ALL SPONSORS

MARTIN & ZERFOSS

INSURANCE & BONDS SINCE 1978

May 15th, 2025

Director of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

RE: Forge School Tennessee

To whom it concerns:

Forge School Tennessee has begun the process of fulfilling the insurance requirements that Metro Nashville Public Schools require per the charter agreement. As stated by MNPS guidelines General Liability/Sexual Abuse/Automobile Liability Policy: must be equal to or greater than $5,000,000. This insurance will be primary insurance, and the first $1,000,000 dollars will be with a company licensed in Tennessee with an AM Best rating of at least A. The following $4,000,000 layer will be covered under an excess liability policy or an umbrella policy. This policy will name MNPS as an additional insured and will include contractual liability. The automobile coverage will cover all owned, hired and non-owned vehicles in the amount of $1,000,000 with an additional $4,000,000 excess layer.

The Professional Liability policy for the Directors and Officers for Forge School Tennessee will be equal to or greater than $5,000,000 and the Teacher Professional Liability coverage will be equal to or greater than $1,000,000 along with a surety bond to the comptroller's office. The Workers Compensation and Employers Liability policy will be equal to or greater than $1,000,000 each accident, $1,000,000 each employee and $1,000,000 policy limit. The Property and Boiler insurance policy will be provided if the Charter school purchases or leases the property being occupied. Insurance shall be for the full replacement cost of the property and contents with no coinsurance penalty provision.

Certificates of Insurance in a form satisfactory to the Chartering Authority shall be provided by Burns & Wilcox to the Chartering Authority prior to the commencement of performance of this Charter Agreement. Throughout the term of this Charter Agreement the sponsor will provide updated Certificates of Insurance forms upon expiration of the current certificates including a 10-day notice of cancellation and additional insured status to the Tennessee Department of Education.

Should you have any questions regarding coverage requirements, please feel free to contact me.

Sincerely,

Taylor R Ragan, CIC, CAWC, CRA
Martin & Zerfoss, Inc.

M & Z

6730 CHARLOTTE PIKE
NASHVILLE, TN 37209

TEL 615 297-8500
FAX 615 269-7390
TF 888 297-8557

WWW.MARTINZERFOSS.COM

Attachment R Cover Page

CMO Agreement

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 6

This section is N/A to The Forge School.

Attachment S Cover Page

Network Annual Progress Report

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

This section is N/A to The Forge School.

Attachment T Cover Page

Organizational Chart: Year 1

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 3

This section is N/A to The Forge School.

Attachment U Cover Page

Organizational Chart: Year 5

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 3

This section is N/A to The Forge School.

Attachment V Cover Page

Previously Approved and Authorized Application for School Being Replicated
REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 4

This section is N/A to The Forge School.

Attachment W Cover Page

Operating Budget Template

REQUIRED FOR ALL SPONSORS

NOTE: Sponsors must submit the completed Operating Budget Template as a separate document.

Charter School Creation Application Operating Budget Template

Directions

Sponsors are required to complete this Operating Budget Template and submit the completed Excel document as Attachment W when submitting their Charter School Creation Application. This template is available on the Tennessee Department of Education's charter schools webpage. This operating budget should include detailed data on anticipated revenues, expenditures, student enrollment, and staffing assumptions.

Sponsors must complete all sheets in the Operating Budget template by entering budget information into the specified editable cells. The colored key below explains the colors used

- Input information into light grey cells
- Input assumption information or notes into teal cells
- Provides heading for specific tab or section of tab
- Provides additional information or instruction for specific tab or section of tab
- Cells with red comment tag include additional guidance and instruction

The Forge School

Charter School Creation Application Operating Budget Template

Proposed School Information

Proposed School Name	**The Forge School**
Lead Sponsor Name	**Sara Tuttle**
Lead Sponsor E-mail Address	**sara@nashvilleincubator.org**
Lead Sponsor Phone Number	**(206) 965-0709**
CMO/EMO Affiliation	**NA**

Proposed Authorizer	**Davidson County**
Geographic District*	**Davidson County**
Proposed Opening Grade Level(s)	**6,9**
Proposed Final Grade Level(s)	**12**
Proposed First Year of Operations	**2026-27**

**"Geographic District" means the school district that serves the geographic location in which the proposed charter school will operate.*

Student & Staff Counts

Student Enrollment Summary

	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Pre-Kindergarten *	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	120	120	120	120	120
7th Grade	0	120	120	120	120
8th Grade	0	0	120	120	120
9th Grade	120	120	120	120	120
10th Grade	0	120	120	120	120
11th Grade	0	0	115	115	115
12th Grade	0	0	0	110	110
Total Enrollment	240	480	715	825	825
Change in Net Enrollment	240	240	235	110	0

**Pre-K funding is not included in the State and Local funding in this budget template, and Pre-K enrollment is excluded from the Total Enrollment student counts. If the school serves Pre-K students, sponsors must indicate the funding used to do so on the "3. Revenues" sheet and include related costs on the "4. Expenditures" sheet within this template.*

Staff FTE Counts**

Object Code and Line-item Description	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
104 - Principal(s)	3.00	4.00	4.00	3.00	3.00	3.00
105 - Supervisor / Director	0.00	0.00	1.00	5.00	5.00	5.00
113 - Internal Audit Personnel	0.00	0.00	0.00	0.00	0.00	0.00
116 - Teachers - Classroom Teachers (core subjects)	0.00	9.00	17.00	27.00	37.00	37.00
116 - Teachers - Classroom Teachers (electives, world languages)	0.00	2.00	5.00	6.00	7.00	7.00
116 - Teachers - Special Education Teachers	0.00	2.00	4.00	5.00	5.00	6.00
116 - Teachers - English as a Second Language (ESL) Teachers	0.00	2.00	3.00	4.00	5.00	5.00
116 - Teachers - Other Teachers (must add assumption notes)	0.00	0.00	0.00	0.00	0.00	0.00
116 - Teachers	0.00	0.00	0.00	0.00	0.00	0.00
118 - Secretary to Board	0.00	0.00	0.00	0.00	0.00	0.00
119 - Accountants/Bookkeepers	0.00	0.00	0.00	0.00	0.00	0.00
120 - Computer Programmer(s)	0.00	0.00	0.00	0.00	0.00	0.00
121 - Data Processing Personnel	0.00	0.00	0.00	0.00	0.00	0.00
122 - Purchasing Personnel	0.00	0.00	0.00	0.00	0.00	0.00
123 - Guidance Personnel	0.00	0.00	1.00	2.00	3.00	3.00
124 - Psychological Personnel	0.00	0.00	0.00	0.00	0.00	0.00
128 - Homebound Teachers	0.00	0.00	0.00	0.00	0.00	0.00
129 - Librarian(s)	0.00	0.00	0.00	0.00	0.00	0.00
130 - Social Workers	0.00	0.00	0.00	0.00	0.00	0.00
131 - Medical Personnel	0.00	1.00	1.00	1.00	1.00	1.00
132 - Material Supervisor(s)	0.00	0.00	0.00	0.00	0.00	0.00
135 - Assessment Personnel	0.00	0.00	0.00	0.00	0.00	0.00
136 - Audiovisual Personnel	0.00	0.00	0.00	0.00	0.00	0.00
137 - Education Media Personnel	0.00	0.00	0.00	0.00	0.00	0.00
138 - Instructional Computer Personnel	0.00	0.00	0.00	0.00	0.00	0.00
139 - Assistant Principal(s)	0.00	0.00	0.00	0.00	0.00	0.00
142 - Mechanic(s)	0.00	0.00	0.00	0.00	0.00	0.00
146 - Bus Drivers	0.00	0.00	0.00	0.00	0.00	0.00
160 - Guards	0.00	0.00	0.00	0.00	0.00	0.00
161 - Secretary(s)	0.00	0.00	0.00	0.00	0.00	0.00
162 - Clerical Personnel		1.00	1.00	1.00	2.00	2.00
163 - Educational Assistants	0.00	1.00	1.00	2.00	3.00	3.00
164 - Attendants	0.00	0.00	0.00	0.00	0.00	0.00
165 - Cafeteria Personnel	0.00	0.00	0.00	0.00	0.00	0.00
166 - Custodial Personnel	0.00	0.00	0.00	0.00	0.00	0.00
167 - Maintenance Personnel	0.00	0.00	0.00	0.00	0.00	0.00
169 - Part-time Personnel	0.00	0.00	0.00	0.00	0.00	0.00
170 - School Resource Officer	0.00	0.00	0.00	0.00	0.00	0.00
171 - Speech Pathologist	0.00	0.00	0.00	0.00	0.00	0.00
189 - Other Salaries & Wages	0.50	1.00	2.00	4.00	5.00	5.00
195 - Certified Substitute Teachers	0.00	2.00	2.00	3.00	3.00	3.00
198 - Non-certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00
TOTALS	**3.50**	**25.00**	**42.00**	**63.00**	**79.00**	**80.00**

***Schools that serve Pre-K students should include Pre-K staff in the provided staff counts within this section.*
***All positions are not required and/or may not apply to a charter school.*

Revenue Assumptions

Directions: This sheet allows sponsors to provide the proposed authorizer with an overview of any assumed revenue streams. This sheet includes a pre-populated average per-student state and local fund revenue amount. The average per-student amount is based off the geographic LEA's most recently approved final expenditure report and is populated in this sheet based on the sponsor's chosen "Geographic District" on the "Proposed School Information" sheet.

Sponsors must enter the amount of cash on hand/in bank within the "Beginning Cash Balance" section. Additionally, sponsors must enter any revenue from other sources including, but not limited to, grants, fundraising, and philanthropy. Assumption notes should clearly explain details related to any revenue sources that the sponsor adds to this sheet. When listing revenues, sponsors do not need to include any projected federal passthrough revenues (e.g., Title I, Title II, etc.).

Average Per-Student State and Local Funds Revenue for the Selected Geographic LEA: ***$15,593.67***

Beginning Cash Balance	Year 0 2025-26
Cash on hand/in bank	$ 150,000.00

State & Local Revenues	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Average Per-Student State and Local Funds		$ 3,742,480.22	$ 7,484,960.44	$ 11,149,472.32	$ 12,864,775.75	$ 12,864,775.75

Grants / Fundraising / Philanthropy etc.	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Status of Funding	Assumption Notes
Title I	$ -	$ 120,000.00	$ 240,000.00	$ 357,500.00	$ 412,500.00	$ 412,500.00	In-planning	$500 per student
Title II	$ -	$ 12,000.00	$ 24,000.00	$ 35,750.00	$ 41,250.00	$ 41,250.00	In-planning	$50 per student
IDEA	$ -	$ 15,360.00	$ 30,720.00	$ 45,760.00	$ 52,800.00	$ 52,800.00	In-planning	$500 per SPED student (assumes 12.8% SPED population).
eRate	$ -	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	In-planning	Reimbursements for internet coverage
Philanthropy	$ 350,000.00	$ 600,000.00	$ 250,000.00	$ 250,000.00	$ 250,000.00	$ 250,000.00	In-planning	Local and national foundation support
CSP	$ 500,000.00	$ 250,000.00	$ -	$ -	$ -	$ -	In-planning	TN Department of Education Charter School
USDA Breakfast	$ -	$ 86,400.00	$ 172,800.00	$ 257,400.00	$ 297,000.00	$ 297,000.00	In-planning	$2.00 per student per day for school year.
USDA Lunch	$ -	$ 151,200.00	$ 302,400.00	$ 450,450.00	$ 519,750.00	$ 519,750.00	In-planning	$3.50 per student per day for school year
Other State Grants	$ 500,000.00	$ -	$ -	$ -	$ -	$ -	In-planning	TN Department of Education Competitive Facilities Grant
TOTAL	$ 1,350,000.00	$ 1,254,960.00	$ 1,039,920.00	$ 1,416,860.00	$ 1,593,300.00	$ 1,593,300.00		

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
TOTAL AVAILABLE FUNDS	$ 1,500,000.00	$ 4,997,440.22	$ 8,524,880.44	$ 12,566,332.32	$ 14,458,075.75	$ 14,458,075.75

Expenditure Assumptions

Directions: This sheet allows sponsors to summarize planned expenses using the object codes and line items from Tennessee's standardized chart of accounts. Sponsors must enter all relevant expense amounts for the pre-opening year (year 0) through the fifth year of operation and include notes for any items requiring further explanation or that are unique to the school's model.

This template is not the actual budget but a summary to demonstrate readiness to operate a charter school. Sponsors should align their budget assumptions to specific object codes as outlined within the Tennessee Department of Education's Standardized System of Accounting and Reporting Guidance Document. When an item spans multiple functions, sponsors must list all applicable functions within the "Applicable Function Codes/Assumption Notes" column.

Access the Standardized System of Accounting and Reporting Guidance Document here: https://eplan.tn.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=2061546&inline=true

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
1. Personal Services							
EXAMPLE: 116 Teachers	***$ -***	***$ 251,566.00***	***$ 375,896.00***	***$ 450,356.00***	***$ 651,232.00***	***$ 750,155.00***	***71100, 71200, 71300, 73400***
104 Principal(s)	$ 401,000.00	$ 527,000.00	$ 542,810.00	$ 426,481.80	$ 439,276.25	$ 452,454.54	72410
105 Supervisor / Director	$ -	$ -	$ 113,300.00	$ 599,408.50	$ 617,390.76	$ 635,912.48	71100, 72210, 72410
113 Internal Audit Personnel							
116 Teachers	$ -	$ 1,001,880.00	$ 1,988,590.00	$ 2,963,457.00	$ 3,916,111.77	$ 4,104,334.00	71100, 71200
118 Secretary to Board							
119 Accountants/Bookkeepers							
120 Computer Programmer(s)							
121 Data Processing Personnel							
122 Purchasing Personnel							
123 Guidance Personnel	$ -	$ -	$ 77,250.00	$ 159,135.00	$ 245,863.58	$ 253,239.48	72130
124 Psychological Personnel							
128 Homebound Teachers							
129 Librarian(s)							
130 Social Workers							
131 Medical Personnel	$ -	$ 60,000.00	$ 61,800.00	$ 63,654.00	$ 65,563.62	$ 67,530.53	72120; Nursing services
132 Material Supervisor(s)							
135 Assessment Personnel							
136 Audiovisual Personnel							
137 Education Media Personnel							
138 Instructional Computer Personnel							
139 Assistant Principal(s)							
142 Mechanic(s)							
146 Bus Drivers							
160 Guards							
161 Secretary(s)							
162 Clerical Personnel	$ -	$ 65,000.00	$ 66,950.00	$ 68,958.50	$ 142,054.51	$ 146,316.15	72410
163 Educational Assistants	$ -	$ 50,000.00	$ 51,500.00	$ 106,090.00	$ 163,909.05	$ 168,826.32	71100
164 Attendants							
165 Cafeteria Personnel							
166 Custodial Personnel							
167 Maintenance Personnel							
169 Part-time Personnel							
170 School Resource Officer							
171 Speech Pathologist							
189 Other Salaries & Wages	$ 32,500.00	$ 65,000.00	$ 128,750.00	$ 270,529.50	$ 349,672.64	$ 360,162.82	72410, 72210
195 Certified Substitute Teachers	$ -	$ 100,000.00	$ 103,000.00	$ 159,135.00	$ 163,909.05	$ 168,826.32	71100
196 In-Service Training							
198 Non-certified Substitute Teachers							
TOTAL	**$ 433,500.00**	**$ 1,868,880.00**	**$ 3,133,950.00**	**$ 4,816,849.30**	**$ 6,103,751.22**	**$ 6,357,602.63**	
	$ -	$ -	$ -	$ -	$ -	$ (0.00)	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
2. Employee Benefits							
201 Social Security	$ 26,877.00	$ 115,870.56	$ 194,304.90	$ 298,644.66	$ 378,432.58	$ 394,171.36	6.2% of wages
204 Pensions							
206 Life Insurance	$ 2,167.50	$ 9,344.40	$ 15,669.75	$ 24,084.25	$ 30,518.76	$ 31,788.01	.5% of wages
207 Medical Insurance	$ 35,000.00	$ 250,000.00	$ 432,600.00	$ 668,367.00	$ 863,254.33	$ 900,407.05	$10,000 per FTE per year for employer contribution. Assumes 3% inflation year over year.
208 Dental Insurance	$ 4,200.00	$ 30,000.00	$ 51,912.00	$ 80,204.04	$ 103,590.52	$ 108,048.85	Includes $1,000 per FTE per year for employer contribution for dental insurance and $200 for vision. Assumes 3% inflation year over year.
210 Unemployment Compensation	$ 661.50	$ 4,725.00	$ 7,938.00	$ 11,907.00	$ 14,931.00	$ 15,120.00	2.7% of first $7,000 in wages for each FTE
211 Local Retirement	$ 5,401.41	$ 23,286.24	$ 39,049.02	$ 60,017.94	$ 76,052.74	$ 79,215.73	Assumes 12.46% of wages for participation in local retirement plan. Estimating that 10% of staff will be in this category.
212 Employer Medicare	$ 6,285.75	$ 27,098.76	$ 45,442.28	$ 69,844.31	$ 88,504.39	$ 92,185.24	1.45% of wages
215 On-behalf Payments to OPEB							
217 Retirement Hybrid Stabilization	$ 35,113.50	$ 151,379.28	$ 253,849.95	$ 390,164.79	$ 494,403.85	$ 514,965.81	Assumes 9% of wages for participation in State Retirement System. Estimating that 90% of staff will be in this category.
299 Other Fringe Benefits							
TOTAL	**$ 115,706.66**	**$ 611,704.24**	**$ 1,040,765.89**	**$ 1,603,233.99**	**$ 2,049,688.16**	**$ 2,135,902.05**	
	26.69%	32.73%	33.21%	33.28%	33.58%	33.60%	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
3. Contracted Services							
302 Advertising	$ 20,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	Includes staff and student recruitment and community outreach
304 Architects							
305 Audit Services		$ 15,000.00	$ 25,000.00	$ 25,750.00	$ 26,522.50	$ 27,318.18	Assumes audit + 990 costs will be $25K per year by year 2 after the first year of operations and escalating at 3% per year
307 Communication		$ 18,000.00	$ 45,000.00	$ 63,000.00	$ 72,000.00	$ 72,000.00	~1 copier per 100 students. $750 per month per copier
308 Consultants		$25,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00	(i.e. Project Lead the Way, National Science Teachers Association, etc., Persist)
309 Contracts With Government Agencies							
310 Contracts With Other Public Agencies							
311 Contracts With Other School Systems							
312 Contracts With Private Agencies		$ 320,000.00	$ 590,750.00	$ 861,522.50	$ 952,318.18	$ 953,137.72	Transportation - assumes that 75% of students will need transportation. Each bus could accommodate 60 students and would cost approximately $90K per bus per year. Also includes SPED outsourced services for $25K per year. Costs escalating at 3% per year.
313 Contracts With Parents							
314 Contracts With Public Carriers							
315 Contracts With Vehicle Owners							
317 Data Processing Services		$50,000.00	$75,000.00	$77,250.00	$79,567.50	$81,954.53	3rd Party IT support. Costs escalating at 3% per year
320 Dues & Memberships		$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	
321 Engineering Services							
322 Evaluation & Testing		$ 24,000.00	$ 48,000.00	$ 71,500.00	$ 82,500.00	$ 82,500.00	$100 per student; i.e. MAP, ACT
328 Janitorial Services		$ 57,000.00	$ 114,250.00	$ 170,000.00	$ 196,000.00	$ 196,000.00	$2.50 per sq. ft. of leased space
329 Laundry Service							
330 Lease/SBITA Payments		$ 535,800.00	$ 1,073,950.00	$ 1,598,000.00	$ 1,842,400.00	$ 1,842,400.00	$23.50 per sq. ft. in lease costs. Assumes school would lease space as outlined in the Facilities Section
331 Legal Services		$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$10K per year for general legal support
335 Maintenance & Repair Services Building		$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00	Flat yearly rate estimate for routine repairs and maintenance for the school facility
336 Maintenance & Repair Services Equipment							
338 Maintenance & Repair Services Vehicles							
340 Medical and Dental Services							
342 Payments to Schools-Breakfast		$ 86,400.00	$ 172,800.00	$ 257,400.00	$ 297,000.00	$ 297,000.00	$2.00 per student per day for school year
343 Payments to Schools-Lunch		$ 151,200.00	$ 302,400.00	$ 450,450.00	$ 519,750.00	$ 519,750.00	$3.50 per student per day for school year
344 Payments to Schools-Other							
345 Payments to Schools-Other USDA							
348 Postal Charges		$ 480.00	$ 960.00	$ 1,430.00	$ 1,650.00	$ 1,650.00	$2 per student
350 Internet Connectivity		$ 15,600.00	$ 15,600.00	$ 15,600.00	$ 15,600.00	$ 15,600.00	Internet Service - $1,300 per month
351 Rentals							
354 Transportation Other Than Students							
355 Travel		$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	Staff Travel and Meetings, Mileage Reimbursement
356 Tuition		$61,714.29	$123,428.57	$183,857.14	$212,142.86	$212,142.86	Student CTE Certifications. Assumes students, on average, will earn up to 12 certifications during their academic career at The Forge School. Each certification will cost approximately $150.
359 Disposal Fees		$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	
367 Maintenance & Repair Services Records							

369 Contracts for Substitute Teachers Certified								
370 Contracts for Substitute Teachers Non-certified								
399 Other Contracted Services	$ 30,000.00	$ 136,000.00	$ 140,080.00	$ 144,282.40	$ 148,610.87	$ 153,069.20	Finance and accounting back-office support from GT3 Group ($78K per year); Payroll Services ($7.5K per year); Bank charges ($500 per year); Security and Fire Services ($50K per year). These costs escalate at 3% per year.
TOTAL	**$ 50,000.00**	**$ 1,601,194.29**	**$ 2,857,218.57**	**$ 4,050,042.04**	**$ 4,576,061.90**	**$ 4,584,522.48**	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
4. Supplies and Materials							
410 Custodial Supplies		$ 15,000.00	$ 15,450.00	$ 15,913.50	$ 16,390.91	$ 16,882.63	Cleaning and bathroom supplies for janitorial services
411 Data Processing Supplies							
412 Diesel Fuel							
413 Drugs & Medical Supplies							
415 Electricity		$ 51,300.00	$ 102,825.00	$ 153,000.00	$ 176,400.00	$ 176,400.00	$2.25 per sq. ft. (includes electricity + water) of leased space
418 Equipment & Machinery Parts							
422 Food Supplies		$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	Staff meals and food supplies for parent and community meetings
423 Fuel Oil							
424 Garage Supplies							
425 Gasoline							
426 General Construction Materials							
429 Instructional Supplies & Materials		$ 120,000.00	$ 240,000.00	$ 357,500.00	$ 412,500.00	$ 412,500.00	$500 per student (includes all curricular related textbooks and software)
430 Textbooks Electronic							
432 Library Books/Media							
433 Lubricants							
434 Natural Gas							
435 Office Supplies		$ 15,000.00	$ 15,450.00	$ 15,913.50	$ 16,390.91	$ 16,882.63	Assumes $15K per year with 3% yearly increase
437 Periodicals							
448 T & I Construction Materials							
449 Textbooks Bound							
450 Tires & Tubes							
451 Uniforms							
453 Vehicle Parts							
454 Water & Sewer							
470 Cabling							
471 Software		$ 20,000.00	$ 20,600.00	$ 21,218.00	$ 21,854.54	$ 22,510.18	PowerSchool (SIS); behavior software, business software. Costs escalating at 3% per year
499 Other Supplies and Materials		$8,600.00	$17,200.00	$20,725.00	$47,375.00	$47,375.00	Fees for Career and Technical Student Organizations; $15 per student; Event Management (for hosting industry partners) - $5K year 1 and $10K per year for years 2-5; Graduation Planning and Support - $25K per year beginning in year 3
TOTAL	**$ -**	**$ 239,900.00**	**$ 421,525.00**	**$ 594,270.00**	**$ 700,911.35**	**$ 702,550.44**	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
5. Other Charges							
501 Boiler Insurance							
502 Building & Content Insurance		$ 25,000.00	$ 25,750.00	$ 26,522.50	$ 27,318.18	$ 28,137.72	$25K per year, escalating at 3% per year.
504 Indirect Cost							
505 Judgments							
506 Liability Insurance		$ 30,000.00	$ 30,900.00	$ 31,827.00	$ 32,781.81	$ 33,765.26	General Liability, Umbrella, Auto, Cyber, D&O, Worker's Comp, Surety Bond, Legal Liability. $30K per year, escalating at 3% per year.
508 Premium on Corporate Surety Bonds							
509 Refunds							
510 Trustee's Commission							
511 Vehicle and Equipment Insurance							
513 Workers Compensation							
524 In-Service / Staff Development	$ 50,000.00	$ 25,000.00	$ 42,000.00	$ 63,000.00	$ 79,000.00	$ 80,000.00	$1,000 per Staff Member (includes professional development fees and travel)
533 Criminal Investigation of Applicants TBI							
534 Refund to Applicant for Criminal Investigation							
535 Fee Waivers							
590 Transfers Out							
595 TISA On-behalf Payments							
599 Other Charges		$ 35,000.00	$ 35,000.00	$ 35,000.00	$ 35,000.00	$ 35,000.00	Authorizer Fee - $35K per year.
TOTAL	**$ 50,000.00**	**$ 115,000.00**	**$ 133,650.00**	**$ 156,349.50**	**$ 174,099.99**	**$ 176,902.98**	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
6. Debt Service							
601 Principal on Bonds							
602 Principal on Notes							
603 Interest on Bonds							
604 Interest on Notes							
610 Principal on Leases							
611 Interest on Leases							
612 Principal on Other Loans Payable							
613 Interest on Other Loans Payable							
620 Debt Service Contribution to Primary Government							
699 Other Debt Service							
TOTAL	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	

Object Codes/Line Item Descriptions	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Applicable Function Codes/Assumption Notes
7. Capital Outlay							
701 Administration Equipment	$ 3,500.00	$ 21,500.00	$ 17,000.00	$ 21,000.00	$ 16,000.00	$ 5,000.00	Staff Devices -$1,000 per new FTE ($5K replacement costs starting in year 5).
704 Attendance Equipment							
706 Building Construction							
707 Building Improvements	$ 650,000.00		$ 150,000.00	$ 500,000.00			Initial building improvements for facility readiness. In the planning year, The Forge has budgeted $500K for building improvements and security and data equipment as well as $150K for architectural fees to ready its facility for year 1. The school will make additional investments in year 2 ($150K for architectural design fees) and $500K in year 3 for additional building improvements.
709 Data Processing Equipment							
710 Food Service Equipment							
711 Furniture & Fixtures	$ -	$ 70,750.00	$ 68,500.00	$ 69,250.00	$ 35,500.00	$ 10,000.00	$250 per new student; $500 per new staff member for furniture; $10K in replacement costs budgeted beginning in year 5.
715 Land							
717 Maintenance Equipment							
720 Plant Operation Equipment							
722 Regular Instruction Equipment		$ 180,000.00	$ 180,000.00	$ 176,250.00	$ 82,500.00	$ 10,000.00	Student devices - $750 per new student. ($10K replacement costs starting in year 5).
724 Site Development							
725 Special Education Equipment							
729 Transportation Equipment		$ 60,000.00	$ 60,000.00				Purchase of van in year 1 for student co-curricular activities, field experiences, and work-based learning. Purchase of 2nd van in year 2.
730 Vocational Instruction Equipment							
735 Health Equipment							
790 Other Equipment		$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 50,000.00	$ 25,000.00	CTE Equipment - The Forge School will be partnering with The Forge Nashville and will have access to some needed CTE equipment, but the school anticipates additional investments in CTE related equipment and on-going maintenance.
799 Other Capital Outlay							
TOTAL	**$ 653,500.00**	**$ 382,250.00**	**$ 525,500.00**	**$ 816,500.00**	**$ 184,000.00**	**$ 50,000.00**	

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
TOTAL EXPENSES	$ 1,302,706.66	$ 4,818,928.53	$ 8,112,609.46	$ 12,037,244.84	$ 13,788,512.63	$ 14,007,480.58
	$ 197,293.34	$ 178,511.69	$ 412,270.97	$ 529,087.48	$ 669,563.12	$ 450,595.17

Summary

Note: Figures in this sheet are auto-calculated based on information provided within this template.

Starting Fund Balance

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Totals	**$ 150,000.00**	**$ 197,293.34**	**$ 375,805.03**	**$ 788,076.00**	**$ 1,317,163.48**	**$ 1,986,726.61**

Revenues

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
State Revenues		$ 3,742,480.22	$ 7,484,960.44	$ 11,149,472.32	$ 12,864,775.75	$ 12,864,775.75
Grants / Fundraising / Philanthropy	$ 1,350,000.00	$ 1,254,960.00	$ 1,039,920.00	$ 1,416,860.00	$ 1,593,300.00	$ 1,593,300.00
Total Revenues	$ 1,350,000.00	**$ 4,997,440.22**	**$ 8,524,880.44**	**$ 12,566,332.32**	**$ 14,458,075.75**	**$ 14,458,075.75**

Expenditures

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Personal Services	$ 433,500.00	$ 1,868,880.00	$ 3,133,950.00	$ 4,816,849.30	$ 6,103,751.22	$ 6,357,602.63
Employee Benefits	$ 115,706.66	$ 611,704.24	$ 1,040,765.89	$ 1,603,233.99	$ 2,049,688.16	$ 2,135,902.05
Contracted Services	$ 50,000.00	$ 1,601,194.29	$ 2,857,218.57	$ 4,050,042.04	$ 4,576,061.90	$ 4,584,522.48
Supplies and Materials	$ -	$ 239,900.00	$ 421,525.00	$ 594,270.00	$ 700,911.35	$ 702,550.44
Other Charges	$ 50,000.00	$ 115,000.00	$ 133,650.00	$ 156,349.50	$ 174,099.99	$ 176,902.98
Debt Service	$ -	$ -	$ -	$ -	$ -	$ -
Capital Outlay	$ 653,500.00	$ 382,250.00	$ 525,500.00	$ 816,500.00	$ 184,000.00	$ 50,000.00
Total Expenses	**$ 1,302,706.66**	**$ 4,818,928.53**	**$ 8,112,609.46**	**$ 12,037,244.84**	**$ 13,788,512.63**	**$ 14,007,480.58**

Summary

	Year 0 2025-26	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
Starting Fund Balance	**$ 150,000.00**	**$ 197,293.34**	**$ 375,805.03**	**$ 788,076.00**	**$ 1,317,163.48**	**$ 1,986,726.61**
Total Revenue	**$ 1,350,000.00**	**$ 4,997,440.22**	**$ 8,524,880.44**	**$ 12,566,332.32**	**$ 14,458,075.75**	**$ 14,458,075.75**
Total Available Funds (Starting Fund Balance + Total Revenue)	**$ 1,500,000.00**	**$ 5,194,733.56**	**$ 8,900,685.46**	**$ 13,354,408.32**	**$ 15,775,239.23**	**$ 16,444,802.36**
Total Expenses	**$ 1,302,706.66**	**$ 4,818,928.53**	**$ 8,112,609.46**	**$ 12,037,244.84**	**$ 13,788,512.63**	**$ 14,007,480.58**
Ending Fund Balance	**$ 197,293.34**	**$ 375,805.03**	**$ 788,076.00**	**$ 1,317,163.48**	**$ 1,986,726.61**	**$ 2,437,321.77**
	$ 47,293.34	$ 178,511.69	$ 412,270.97	$ 529,087.48	$ 669,563.12	$ 450,595.17

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Attachment X Cover Page

Operating Budget Narrative

REQUIRED FOR ALL SPONSORS

The following budget narrative for The Forge School includes a detailed description of budget assumptions, revenue, and expenditure projections.

The Forge School's board of directors understands that it has the responsibility for being an excellent steward of public resources and that it is imperative to maintain financial discipline as an organization. With that in mind, the school has, wherever possible, attempted to underestimate revenues and overestimate expenses, which is consistent with conservative budgeting principles.

The board, annually, will develop a budget as well as cash flow projections, taking into account past experiences and known variables - as well as philanthropic resources and public grants available. On a monthly basis, the board will monitor financial statements, including actuals vs. budget, and will hold the school's leadership team accountable for staying within the budget.

Most importantly, the board is committed to the following budget principles:

- Achieving positive operating income each year
- Developing and implementing a financial model that is sustainable on public revenues
- Maintaining a healthy fund balance – In the budget, cash reserve ranges from approximately 30 to 85 days of cash on hand (to effectively address any contingency expenses or delays in reimbursements from the local, state, or federal government)

a) Explain how the operating budget is adequate to support full implementation of the school model and academic plan. Within the explanation, detail the minimum number of students that the school must enroll to sustainably operate and articulate the impact that the minimum enrollment would have on the budget.

The Forge School has developed a five-year financial model (with revenue and expenses detailed below) that supports the school's model and academic program and that supports the school's mission.

The school's budget is based on the following enrollment plan.

Student Enrollment Summary					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2026-27	2027-28	2028-29	2029-30	2030-31
6th Grade	120	120	120	120	120
7th Grade	0	120	120	120	120
8th Grade	0	0	120	120	120
9th Grade	120	120	120	120	120
10th Grade	0	120	120	120	120
11th Grade	0	0	115	115	115
12th Grade	0	0	0	110	110
Total	**240**	**480**	**715**	**825**	**825**

The school would need to enroll at least 95% of its targeted enrollment to operate sustainably. The Forge does, however, plan to recruit up to 5%-10% above its enrollment targets in the table above to account for any attrition that happens during the school year.

b) Outline all revenue assumptions and explain specifically how these assumptions were determined. If the operating budget includes grants, fundraising, or philanthropic revenue, provide a detailed explanation for how the revenue amounts were determined, and whether the funds have been awarded or are estimates. If the funds have not been awarded, the narrative should disclose where they are in the process, the timing of when these funds will be awarded, and a contingency plan should the funds not be realized.

The Forge School anticipates funding from the following sources:

Revenue	Funding Notes
TISA	$15,594 per pupil funding amount – per guidance from the TN Department of Education's charter application budget template. The school is assuming zero growth year over year (for conservative budgeting purposes). Note: The Forge understands that the average per pupil funding in Davidson County could be lower than the amount being used in the application budget (per recent data from Metro Nashville Public Schools). Should the per pupil amount be lower than anticipated, the school will make expense adjustments in staffing and operating expenses.
Title I	$500 per student based on the operating history of other charter schools. The school is assuming zero growth year over year (for conservative budgeting purposes).
Title II	$50 per student based on the operating history of other charter schools. The school is assuming zero growth year over year (for conservative budgeting purposes).
IDEA	$500 per SPED student (assumes 12.8% SPED population).
e-Rate	$20,000 per year to cover internet connectivity services and equipment.
USDA Breakfast	$2 per meal per student for 180 school days. Estimate based on data from USDA (with anticipated inflation adjustments).
USDA Lunch	$3.50 per meal per student for 180 school days. Estimate based on data from USDA (with anticipated inflation adjustments).
TN Department of Education Charter School Planning Grant	The Forge School plans to apply for the Charter School Planning Grant from the TN Department of Education. Awards to other charter organizations over the past several cycles have been up to $750,000. The school plans to apply for this funding in the next grant cycle (anticipated in the fall of 2025). Should this funding not be awarded to The Forge, the school will seek alternate sources of private funding to help support the budget.

TN Department of Education Competitive Facilities Grant	The Forge School plans to apply for a Competitive Facilities Grant from the TN Department of Education. Awards to other charter organizations over the past several cycles have been up to $500,000. The school plans to apply for this funding in the next grant cycle (anticipated in the fall of 2025). Should this funding not be awarded to The Forge, the school will seek alternate sources of private funding to help support the budget.
Philanthropy	The Forge School is endeavoring to raise approximately $2M in philanthropy during the planning year and through its first five years of operations. Grant applications are underway and include New Schools Venture Fund, The Charter School Growth Fund, and local and national funders. Should The Forge not be able to raise anticipated philanthropic funds, the school would reduce staffing positions (i.e. positions outside of needed core classroom, SPED, and ESL teachers) and reduce other variable operating costs including technology, equipment, and materials and supplies.

Overall, the school is anticipating total revenues of $5M in fiscal year 2026-2027. Annual revenues are anticipated to increase based on additional grades served and increased student enrollment.

c) If applicable, list all donations of private funding, including, but not limited to, gifts received from foreign governments, foreign legal entities and, when reasonably known, domestic entities affiliated with either foreign governments or foreign legal entities.

Not Applicable. The Forge School does not plan to raise funds from foreign governments or entities, or domestic entities affiliated with foreign governments or entities.

d) Specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are already secured and which are anticipated. Include evidence of firm commitments where applicable.

As noted in prompt b), The Forge School anticipates raising private funding from philanthropic organizations including New Schools Venture Fund, The Charter School Growth Fund, and local and national funders The school is in the process of completing grant applications to these organizations and is targeting to raise approximately $2M during its planning year and the first five years of operations to support the school's programmatic initiatives. While funding has not been secured, these philanthropic organizations have been strong supporters of new charter schools in the Nashville area and a relationship has been established with them by The Forge.

In addition to philanthropic funding, The Forge School plans to apply for several grants from the TN Department of Education.

- **Charter School Planning Grant** - The Forge anticipates applying for $750,000 through this grant program in the fall of 2025 (upon charter application approval). This amount is based on past awards to new charter organizations by the TN Department of Education over the past several grant cycles. While this funding has not been committed, The Forge School believes it is in a strong competitive position to be awarded grant funds.
- **Competitive Facilities Grant** - The Forge anticipates applying for up to $500,000 through this grant program in the fall of 2025 (upon charter application approval). This amount is based on past awards to new and existing charter organizations by the TN Department of Education over the past several grant cycles. This funding would support building improvement costs and or lease costs incurred by

The Forge for its facility. While this funding has not been committed, The Forge School believes it is in a strong competitive position to be awarded grant funds.

The Forge also anticipates securing a line of credit from its banking partner(s) to provide contingency cash should that be needed during the startup phase to bridge any gaps in the receipt of funds from TISA and private and public grants.

e) Provide an explanation of the methodology used to determine the anticipated expenditures included in Section 3.1 of this application.

The Forge School will have staffing positions as detailed in the table below.

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	Average Salary Levels	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Executive Director	$150,000.00	1	1	1	1	1	1
Lower School Principal	$122,000.00	0.5	1	1	1	1	1
Upper School Principal	$130,000.00	0.5	1	1	1	1	1
Community and Operations Director	$125,000.00	1	1	1			
Director of Academics	$110,000.00				1	1	1
Deputy Executive Director	$125,000.00				1	1	1
Operations and Finance Director	$110,000.00				1	1	1
Supervising Director of Learning and Language Support	$110,000.00			1	1	1	1
Culture and Climate Director	$110,000.00				1	1	1
Office Manager	$65,000.00		1	1	1	2	2
Operations Coordinator	$65,000.00	0.5	1	1	1	1	1
Operations Specialist	$60,000.00			1	1	1	1
Counselor	$75,000.00			1	1	2	2
Career Counselor	$75,000.00				1	1	1
Nursing Services	$60,000.00		1	1	1	1	1
Middle School Core Subject Teachers	$65,000.00		4	8	12	15	15
Middle School Elective Teachers	$65,000.00		1	2	3	3	3
High School Core Subject Teachers	$65,000.00		5	9	15	22	22
High School Elective Teachers	$65,000.00		1	3	3	4	4
ESL	$65,000.00		2	3	4	5	5
SPED	$65,000.00		2	4	5	5	6
Instructional Coaches	$65,000.00				2	3	3
Educational Assistants	$50,000.00		1	1	2	3	3
Substitute Teachers	$50,000.00		2	2	3	3	3
Total		**3.5**	**25**	**42**	**63**	**79**	**80**

In addition to salary costs, The Forge has budgeted stipends for its teachers for after school tutoring. The budget model assumes that the school will have up to 12 teachers doing after school tutoring for two hours per day (8 hours per week) for 28 weeks in the academic year. Teachers would be compensated at $30 per hour for tutoring.

The Forge School has budge-ted the following for employee payroll taxes and benefits:

- 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions
- 0.5% of wages for life insurance
- 2.7% of first $7,000 in wages for each FTE for unemployment insurance
- Employer contributions to TCRS for certified teachers (assumes 9% on average for each certified position; and 12.5% for classified staff who would participate in Metro Nashville Plan)
- For health insurance, the school has budgeted for an average employer cost of $11,200 per employee for medical, dental, and vision

- $10,000 per FTE for medical
- $1,000 per FTE for dental
- $200 per FTE for vision

General Operating Expenses

General Operating Expenses are based on the operating history of other charter school organizations as well as the particular operating and programmatic needs of The Forge School. The assumptions driving expenses in this category are detailed below ***(Note: an annual inflation adjustment of 3% has been modeled in the budget in applicable line items):***

Contracted Services	Cost Driver	Assumptions
302 Advertising	Per year	Includes staff and student recruitment and community outreach
305 Audit Services	Per year	Assumes audit + 990 costs will be $25K per year by year 2 after the first year of operations and escalating at 3% per year
307 Communication	Per copier and month	~1 copier per 100 students. $750 per month per copier
308 Consultants	Per year	(i.e. Project Lead the Way, National Science Teachers Association, etc., Persist)
312 Contracts With Private Agencies	Per bus; SPED contracted services per year	Transportation - assumes that 75% of students will need transportation. Each bus could accommodate 60 students and would cost approximately $90K per bus per year. Also includes SPED transportation costs of $25K per year and SPED outsourced services for $25K per year. Costs escalating at 3% per year.
317 Data Processing Services	Per year	3rd Party IT support. Costs escalating at 3% per year
322 Evaluation & Testing	Per student	$100 per student; i.e. MAP, ACT
328 Janitorial Services	Per sq. ft.	$2.50 per sq. ft. of leased space
330 Lease/SBITA Payments	Per sq. ft.	$23.50 per sq. ft. in lease costs. Assumes school would lease space as outlined in the Facilities Section
331 Legal Services	Per year	$10K per year for legal support
335 Maintenance & Repair Services Building	Per year	Flat yearly rate estimate for routine repairs and maintenance for the school facility
342 Payments to Schools-Breakfast	Per meal	$2.00 per student per day for the school year
343 Payments to Schools-Lunch	Per meal	$3.50 per student per day for the school year

348 Postal Charges	Per student	$2 per student
350 Internet Connectivity	Per month	Internet Service - $1,300 per month
355 Travel	Per year	Staff Travel and Meetings, Mileage Reimbursement
356 Tuition	Per student	Student CTE Certifications. Assumes students, on average, will earn up to 12 certifications during their academic career at The Forge School. Each certification will cost approximately $150.
399 Other Contracted Services	Per year	Finance and accounting back-office support from GT3 Group ($78K per year); Payroll Services ($7.5K per year); Bank charges ($500 per year); Security and Fire Services ($50K per year). These costs escalate at 3% per year.
Supplies and Materials	**Cost Driver**	**Assumptions**
410 Custodial Supplies	Per year	Cleaning and bathroom supplies for janitorial services
415 Electricity	Per sq. ft.	$2.25 per sq. ft. (includes electricity + water) of leased space
422 Food Supplies	Per year	Staff meals and food supplies for parent and community meetings
429 Instructional Supplies & Materials	Per student	$500 per student (includes all curricular related textbooks and software)
435 Office Supplies	Annual	Assumes $15K per year with 3% yearly increase
471 Software	Annual	PowerSchool (SIS); behavior software, business software. Costs escalating at 3% per year.
499 Other Supplies and Materials	Per student; per year	Fees for Career and Technical Student Organizations; $15 per student; Event Management (for hosting industry partners) - $5K year 1 and $10K per year for years 2-5; Graduation Planning and Support - $25K per year beginning in year 3.
Other Charges		
502 Building & Content Insurance	Annual	$25K per year, escalating at 3% per year.
506 Liability Insurance	Annual	General Liability, Umbrella, Auto, Cyber, D&O, Worker's Comp, Surety Bond, Legal Liability.

		$30K per year, escalating at 3% per year.
524 In-Service / Staff Development	Per staff member	$1,000 per Staff Member (includes professional development fees and travel)
599 Other Charges	Annual	Authorizer Fee - $35K per year
Capital Outlay	**Cost Driver**	**Assumptions**
701 Administration Equipment	Per staff member	Staff Devices -$1,000 per new FTE ($5K replacement costs starting in year 5)
707 Building Improvements	Annual	Initial building improvements for facility readiness. In the planning year, The Forge has budgeted $500K for building improvements and security and data equipment as well as $150K for architectural fees to ready its facility for year 1. These cost estimates represent the type of deal structures that have been successfully executed over the past 1-2 years with startup schools in Nashville. Should the school need additional resources for its building improvements, the Nashville Incubator is prepared to grant up to $500K. The school will make additional investments in year 2 ($150K for architectural design fees) and $500K in year 3 for additional building improvements.
711 Furniture & Fixtures	Per student; per staff member	$250 per new student; $500 per new staff member for furniture; $10K in replacement costs budgeted beginning in year 5
722 Regular Instruction Equipment	Per student	Student devices - $750 per new student. ($10K replacement costs starting in year 5)
729 Transportation Equipment	Per van (purchase costs + maintenance)	Purchase of van in year 1 for student co-curricular activities, field experiences, and work-based learning. Purchase of 2nd van in year 2.
790 Other Equipment	Annual	CTE Equipment - The Forge School will be partnering with The Forge Nashville and will have access to some needed CTE equipment, but the school anticipates additional investments in CTE related equipment and on-going maintenance

f) Explain how one or more high-needs students with disabilities may affect the operating budget and your plan to meet student needs that might be more than anticipated.

The Forge School has budgeted for up to six Learning Specialists, five Language Specialists, as well as a Director of Learning and Language Support. In addition, the school has budgeted for contracted SPED services ($25,000 per year) based on any additional needs. Based on these resources and the operating history of other charter organizations, The Forge School believes it has the necessary resources and support structures for its students with special needs.

Should the school have more students with special needs than expected or have student(s) in need of additional supports, the school will evaluate options such as additional internal staffing or additional contracted services.

g) Describe the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any policies on financial controls.

The Forge is planning to secure back-office services from GT3 Group starting in the Planning Year to help the school manage accounting, purchasing, and payroll. GT3 Group has a strong track record and significant experience working with charter school organizations on finance and accounting systems and processes and is Tennessee-based. More specifically, GT3 works with over 20 charter organizations operating 30 schools, handling full back-office accounting and financial processes and systems. These organizations range from startup schools to organizations operating multiple charter school sites. GT3's founder has worked with Tennessee charter schools for 20 years in both a Foundation Director role as well as through leading the TN Charter School Center.

The Forge is seeking to have GT3 Group in place during the planning year, which is reflected in the budget.

The Executive Director, Community and Operations Director, Operations Coordinator and Operations and Finance Director (Year 3), will work with GT3 Group – as well as with the Finance Committee of the Board of Directors -- to develop and adopt financial policies for the school to ensure proper controls and that the school is being an excellent steward of public resources. While the Operations and Finance Director will not be hired until year 3, the Community and Operations Director and Operations Coordinator will work closely with GT3 to ensure a strong partnership and that all finance and accounting functions are covered. This is a common model among charter schools that has worked successfully. When the Finance Director is hired in year 3, that role will take more functionality from the back-office provider.

Financial policies will include, but not be limited to, the following areas:

- Development and approval of The Forge's annual budget (including protocol for any material budget changes during the fiscal year by the management team).
- Purchasing (required procedures, approvals, and signatures for various expenditure amounts and types).
- Internal controls (including invoices processing and documentation, proper segregation of duties).
- Cash flow management.
- Entering into contracts or debt financing.
- Bank reconciliations.
- Annual audit.

With GT3 Group – in combination with the Executive Director, Community and Operations Director, Operations Coordinator, and Operations and Finance Director (Year 3), The Forge believes it will have the capacity to establish strong checks and balances, and policies, processes, systems, and segregation of duties to manage its financial resources effectively and efficiently.

In terms of an annual audit, which is required by state statute, The Forge will conduct an RFP process during the planning year to select an auditing firm. Criteria will include, but not be limited to:

- Experience working with charter school organizations.
- Client references.
- Contract Costs
- Geographic location of the auditing firm.

h) Describe how the proposed school will provide an independent annual audit and comply with other federal or state accounting and/or reporting requirements.

As mentioned in the previous section, The Forge will conduct an RFP process in the planning year to select an auditing firm.

The Finance Committee of the Board of Directors, the Executive Director, Community and Operations Director, Operations Coordinator, Operations and Finance Director (Year 3), and GT3 Group (back-office services partner) will work with the auditing firm to ensure all information is provided in a timely manner, that the audit is completed accurately and on time, and that the school responds and makes changes based on any deficiencies pointed out by the auditors.

Compliance with federal or state accounting and reporting requirements.

To ensure The Forge has and maintains a robust plan for compliance with state and federal accounting and reporting requirements, the Finance Committee of the Board of Directors, the Executive Director, the Community and Operations Director, Operations Coordinator, the Director of Operations and Finance (year 3), and GT3 Group (back-office services partner) will be dedicated to maintaining strong financial and operating systems at the school level.

- **Finance Committee** – The Finance Committee of the Board of Directors will be responsible for the governing oversight of the financial operations of The Forge and holding the leadership team accountable for strong financial operations. The Finance Committee will meet monthly to review the financial efficiency and health of the school and to ensure the school is in compliance with state and federal accounting and reporting requirements.
- **Community and Operations Director;** Operations Coordinator, **Operations and Finance Director (Year 3)/, and Back-Office Services Partner –** The Community and Operations Director, Operations and Finance Director (Year 3), and GT3 Group (back-office services partner) are responsible for ensuring strong finance and accounting systems at The Forge and that the school is in compliance with all state and federal reporting requirements. In addition, the Community and Operations Director, Operations Coordinator and Operations and Finance Director (Year 3) will oversee the school's other non-academic functions, such as human resources; vendor relations and contract oversight; and the facilities, custodial, security, and food service functions of the school. These positions ensure efficient and effective systems across all areas of The Forge.
- **Executive Director –** The Executive Director manages the leadership team (and back-office services partner) and serves as another check and balance to ensure The Forge is in compliance with state and federal accounting and reporting requirements.

i) Describe the different financial roles and responsibilities of the proposed school's administration and governing board.

The role of the Board of Directors (working primarily through the Finance Committee of the Board) is responsible for:

- Overseeing the preparation of the annual budget and financial statements.
- Overseeing the administration, collection, and disbursement of the financial resources of the school.
- Monitoring actuals to budget on a monthly basis.
- Overseeing systems of internal control, including overseeing compliance by management with applicable policies and procedures and risk management.
- Overseeing the annual independent audit process, including the recommended engagement of and receiving reports from the independent certified public accountants.
- Advising the Board with respect to making significant financial decisions.

The Forge's leadership (with support from GT3 Group) is responsible for the day-to-day financial management of the school:

- Development of the annual budget and preparation of monthly financial statements.
- Ensuring the school manages to the board-approved budget (both revenues and expenditures).
- Cash flow management.
- Implementing and adhering to internal controls, financial processes and procedures, including risk management, and ensuring the school is in compliance with all applicable local, state, and federal requirements.
- Providing recommendations to the Board with respect to significant financial decisions.

j) If applicable, describe the plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc. Detail how the financial leadership will select and oversee the contractors.

As mentioned in prompt g), The Forge will be working with GT3 Group to help the school manage accounting, purchasing, payroll, and the audit, beginning with the Planning Year.

The Forge will have GT3 Group in place during the planning year, which is reflected in the budget.

The Executive Director and Community and Operations Director, and Operations Coordinator will – in collaboration with the Finance Committee of the Board of Directors – structure a contract with GT3 Group that specifically outlines the roles and responsibilities of the school's administration and GT3 Group. The relationship and performance of GT3 Group will be continuously monitored to ensure the school maintains strong financial and operating systems and procedures.

The Finance Committee will also have oversight responsibility of the relationship through its role of monitoring the financial and operating systems of the organization.

In terms of the audit, The Forge will conduct an RFP process during the planning year to select an auditing firm with the relevant expertise and experience to conduct the audit of a charter school organization.

Criteria will include, but not be limited to:

- Experience working with charter school organizations.
- Client references.
- Contract Costs.
- Geographic location of the auditing firm.

The Finance Committee of the Board of Directors, the Community and Operations Director, Operations Coordinator, and GT3 Group will work with the auditing firm to ensure all information is provided in a timely manner, that the audit is completed accurately and on time, and that the organization responds and makes changes based on any deficiencies pointed out by the auditors.

k) Describe the level of financial expertise of the proposed school's internal and external team members.

The Forge School has an experienced group of professionals to help develop and implement a continued, successful financial plan:

- **Executive Director (Sara Nelson Tuttle)** – Ms. Tuttle is a long-time educator with a proven track record of leadership excellence. With extensive experience in various leadership roles across the country, Sara has a deep understanding of school operations, curriculum development, and student achievement. She has led the opening of a public high school, overseeing construction, curriculum development, and staff recruitment. Sara is also a skilled communicator and collaborator, building strong relationships with students, staff, and parents. Her leadership experience and acumen will also provide an important skill set in the financial management and operations of the school.
- **Board of Directors –** The Board of Directors will be responsible for the governing oversight of the financial operations of the organization and for holding the leadership team accountable for strong financial operations. The Finance Committee will meet monthly to review the financial efficiency and health of the organization. The Board includes several members with strong financial and business backgrounds.
    - **Shelby Goodfriend** - Ms. Goodfriend currently serves as the Director of Facilities at the Nashville Charter School Incubator, where she supports new charter schools with real estate acquisition, construction management, and facilities budgeting. Every school she has supported has secured a facility under budget, including soft and hard construction costs. Prior to joining the Incubator, Ms. Goodfriend was the Director of Charter Schools at the Tennessee Department of Education, where she advised state education agencies, charter operators, and authorizers across Tennessee. Earlier in her career, she served as Director of School Operations at Intrepid College Prep, where she oversaw all aspects of budgeting, including accounts payable and receivable—ultimately leading the organization to its first financial surplus. Ms. Goodfriend's experience in managing complex budgets, overseeing financial operations, and holding teams accountable for fiscal discipline will be a critical asset to the Board's responsibility of governing financial oversight and ensuring the long-term financial health of The Forge School.
    - **Erin Hewgley -** Ms. Hewgley is the Director of Operations for The Forge, whose mission is to give more people affordable access to the professional tools, space and support they need to succeed as makers and artists, and to provide new opportunities to youth in underserved communities. She oversees all operations of the organization and has owned and operated two of her own businesses. Ms. Hewgley will be able to bring the management expertise to the finance and operations of the school as a board member.

- **Larry Atema -** Mr. Atema is the CEO of Commonwealth Development Group. Since 1990, the company has served as an owner's representative to provide project management services for the creation of specialized real estate and project development. The company provides services to a wide range of companies, foundations, and government entities, assisting them in producing a final project and facility that meets their specific market or operational needs. Mr. Atema will bring strong real estate and business management skills to the Forge School as a board member.
- **Wood Caldwell** - Wood Caldwell, a principal at Southeast Venture, will bring over 40 years of experience in commercial real estate development and sales. With strong expertise in site identification, acquisition, zoning, municipal approvals, design, and construction management, In addition, Wood has served as the Board Treasurer for Liberty Collegiate (later Republic Schools) and has served on multiple other charter boards. Wood's experience will be critical in navigating the facility acquisition process and business management skills to the Forge School as a board member.
- **Shelby Doyle** - Shelby Doyle is the Senior Vice President of Policy and National Partnerships for the National School Choice Awareness Foundation where she oversees the foundation's two, year-round school choice navigation programs: Navigate School Choice and Conoce tus Opciones Escolares. In 2024, she founded the Navigate School Choice Network, a coalition of nearly 30 state-based organizations that provide support and guidance to parents choosing between their school choice options. As part of her work, Shelby has advised over 20 organizations in strategic budget planning specifically for items such as communications, advertising, and digital marketing.

- **GT3 Group -** GT3 Group has a strong track record and significant experience working with charter school organizations on finance and accounting systems and processes and is based in Tennessee. The organization is currently providing back-office services to over 20 charter school organizations operating 30 schools across multiple states, and its founder, Greg Thompson, has been working with Tennessee-based charter startups since 2006 both as an Education Director for two large foundations in Tennessee and as an Executive Director of the TN Charter School Center. Mr. Thompson previously worked in investment banking and other financial leadership positions in the private sector.

  Collectively, these professionals have the experience and knowledge to ensure that The Forge School has the capacity to maintain a sound and successful financial plan.

l) Describe the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.

As mentioned in prompt b), The Forge School plans to apply for several grants from the Tennessee Department of Education (Charter School Planning Grant for $750,000 and Competitive Facilities Grant for $500,000). While the school believes it is highly competitive for these grants, it understands that these funds are not guaranteed.

In addition to these grants, The Forge School will be seeking private funding from philanthropic organizations including the New Schools Venture Fund, The Charter School Growth Fund, and local and national funders. Given the past support from these organizations to Nashville Incubator-supported schools, The Forge is confident it will be able to secure the needed philanthropic funding to operate during the startup phase.

Once operational, TISA funding will be the primary source of revenue (driven by enrollment as well as funding components of the TISA formula). The Forge understands that the average per pupil funding in Davidson County could be lower than the amount being used in the application budget (per recent data from Metro Nashville Public Schools). Should the per pupil amount be lower than anticipated or should TISA decrease in future years from its current level, or the school has lower enrollment than expected, The Forge School would utilize several contingency strategies:

- Make Staffing Reductions - Lower enrollment would allow the school to make reductions in the number of Core Academic Teachers as well as reduce some non-classroom positions (i.e. counselors, office staff, and some administrative positions).
- Make Strategic Operation Expense Reductions – The school would make reductions in variable costs including professional services contracts, consulting services, materials and supplies, marketing/promotional items, field trips, computer and equipment.

The Forge School cannot necessarily predict the potential level of under-enrollment or revenue decreases, but it is confident that it can identify staffing decreases and other cost reductions utilizing the strategies listed above to address financial shortfalls.

Additionally, the school will secure a line of credit with its banking institution to provide an emergency source of cash should it experience short-term needs while it is addressing expense reductions.

m) Detail the cash flow contingency plan if revenue projections are not met or expenditures exceed anticipated amounts. The plan should include an explanation of sources, including financing terms, if the contingency plan includes loans, commitments, funds from an outside donor, or an alternative funding source.

As discussed in prompt l), The Forge will be seeking public grants from the Tennessee Department of Education and private funding from philanthropic organizations in the planning year and first five years of operation. Those grant applications are in process at the time of the application.

The Forge will also secure a line of credit with its banking institution to provide an emergency source of cash should it experience short-term needs.

Should these sources of capital be lower than expected, the school will utilize expense reduction strategies outlined in prompt l).

Attachment Y Cover Page

Network Financial Plan

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 3

This section is N/A to The Forge School.

Attachment Z Cover Page

Portfolio and Performance Template

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

NOTE: Sponsors must submit the completed Portfolio and Performance Template as a separate document.

This section is N/A to The Forge School.

Attachment AA Cover Page

Performance and Evaluation Reports

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

This section is N/A to The Forge School.

Attachment BB Cover Page

Renewal and Interim Reports

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

This section is N/A to The Forge School.

Attachment CC Cover Page

Annual Reports

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

This section is N/A to The Forge School.

Attachment DD Cover Page

Litigation Documents

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

This section is N/A to The Forge School.

Attachment EE Cover Page

Audited Financial Statements

REQUIRED IF ANSWERED "YES" TO SPONSOR HISTORY AND INTENT QUESTION 1

This section is N/A to The Forge School.